Affordable Materials Grants, Round 20:

Transformation Grants

(Fall 2021-Fall 2022)

Proposal Form and Narrative

# Notes

* The proposal form and narrative .docx file is for offline drafting and for our review processes. Submitters must use the online Google Form for proposal submission.
* The only way to submit the official proposal is through the online Google Form. The link to the online application is on the [Round 20 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r20).
* The italic text provided below is meant for clarifications and can be deleted.

The Round 20 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on December 10, 2021 from 1pm-4pm. At least two team members from each awarded team (unless the award is for one individual) are required to attend the synchronous Kickoff Meeting.

# Applicant and Team 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, just list leave the submitter blank.*

| Requested information | Answer |
| --- | --- |
| Institution(s) | Savannah State University |
| Applicant name | Sherry Serdikoff |
| Applicant email  | serdikoffs@savannahstate.edu |
| Applicant position/title | Associate Professor |
| Submitter name  |  |
| Submitter email  |  |
| Submitter position/title |  |

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 | Sherry Serdikoff | serdikoffs@savannahstate.edu |
| Team member 2 | Kimberly Frame | framek@savannahstate.edu |
| Team member 3 | Stephanie Alexander | alexanders@savannahstate.edu |
| Team member 4 | Nancy Linden | lindenn@savannahstate.edu |
| Team member 5 |  |  |
| Team member 6 |  |  |

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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# 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.* | *Priority categories:* * *Collaborative Projects with Professional Support*
* *Departmental Scaling Projects\**

*\*Although the current project does not itself directly serve as a departmental scaling project, the courses included in the project are being developed/re-designed with an eye toward departmental scaling in the future.* |
| Requested Total Amount of Funding*$30,000 maximum total award per grant* | *$12, 259.00* |
| Final Semester of Project | *Fall 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.* | *No, we will use Lumen Learning’s Waymaker texts and will seek support from them.* |

# Impact Data

Please fill in the data below with impact data in below with one course (all sections) in each table, and only include courses and instructors that are specifically part of the scope of this grant proposal. Add or remove tables as needed. **Please only put a single averaged or totaled (as appropriate) number in each box. Do not put ranges or mathematical equations in any of these boxes.** If the materials used by different instructors in a course vary drastically, it is possible to enter one course per instructor.

For a multi-course project, if a significant amount of students are assumed to take courses in a sequence and only one textbook is used for these courses, please take this into account in your total *(i.e. only include that book in the first course they would purchase it for OR adjust the number of students affected. Please explain in the notes section if making such adjustments).*

## Course 1

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | PSYC 4701, Abnormal Psychology |
| N/A | Course instructor | Sherry Serdikoff |
| 1 | Average number of students enrolled per section | 25 |
| 2 | Average number of course sections scheduled in a summer semester | 1 |
| 3 | Average number of course sections scheduled in a fall semester | 0 |
| 4 | Average number of course sections scheduled in a spring semester | 1 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 1 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 25 |
| 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.* | **MindTap: MindTap for Essentials of Abnormal Psychology**https://www.cengage.com/c/essentials-of-abnormal-psychology-8e-durand/9781337619417/ |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $95 |
| 9 | Average post-project cost per student section enrollment | $25 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $70 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $1750 |

## Course 2

| Row # | Requested information | Answer |
| --- | --- | --- |
| N/A | Course title and number | PSYC 2103, Human Growth & Development |
| N/A | Course instructors | Kimberly Frame |
| 1 | Average number of students enrolled per section | 25 |
| 2 | Average number of affected course sections scheduled in a summer semester | 1 |
| 3 | Average number of affected course sections scheduled in a fall semester | 0 |
| 4 | Average number of affected course sections scheduled in a spring semester | 0 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 1 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 25 |
| 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.* | **MindTap: Human Development: A Life-Span View**https://www.cengage.com/c/human-development-a-life-span-view-8e-kail/9781337554831PF/ |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $95 |
| 9 | Average post-project cost per student section enrollment | $25 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $70 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $1750 |

## Course 3

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | SOCI 1101, Intro to Sociology |
| N/A | Course instructor | Stephanie Alexander |
| 1 | Average number of students enrolled per section | 30 |
| 2 | Average number of course sections scheduled in a summer semester | 1 |
| 3 | Average number of course sections scheduled in a fall semester | 2 |
| 4 | Average number of course sections scheduled in a spring semester | 2 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 5 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 150 |
| 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.* | **Revel for Essentials of Sociology: Down to Earth Approach**https://www.pearson.com/store/p/essentials-of-sociology-a-down-to-earth-approach/P100002567680/9780134739885 |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $70 |
| 9 | Average post-project cost per student section enrollment | $25 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $45 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $6750 |

If you have more courses to add, copy the table as many times as needed to complete all courses on the grant.

# Narrative Section

## 1. Project Goals

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

*The inspiration for this project developed from the Affordable Adaptive Learning Pilot for Introduction to General Psychology, in which one of the PIs (Serdikoff) is currently participating. A primary goal for this project is to pilot the use of Lumen Learning’s Waymaker courseware into three additional courses in the Social and Behavioral Sciences Department: Waymaker’s Lifespan Development for Human Growth and Development (PSYC 2103), Waymaker’s Abnormal Psychology for Abnormal Psychology (PSYC 4701) and Waymaker’s Introduction to Sociology in Introduction to Sociology (SOCI 1101). Each courseware package can be provided to students with a total cost of $25 per term.*

*Although cost savings for students is a goal of this project, we also aim to improve student success in these courses. We selected Lumen’s Waymaker courseware packages because they apply learning science to engage students and deliver an active learning experience. They include text, images, videos, assessments, directed feedback, practice questions, simulations, and other interactives that invite students to apply their knowledge, improve their understanding, and perform better. Additionally, they employ learning tools that aim to improve success specifically for at-risk students, such as personalized study plans, automated study tips and nudges, and early alerts to so that faculty can identify and help struggling students.*

*The plan for this project involves piloting the implementation of low-cost Waymaker courseware packages in the designated courses during the Summer 2022. All three courses will be scheduled for offering in a fully online modality. As such, in addition to providing cost savings to students and increasing student success, we also have some execution goals for this project: to develop a common organizational structure using templates in D2L/Brightspace to provide a uniform design for these courses that comply with Quality Matters design principle, which include standards to ensure accessibility for all learners. Further, although scaling is not a direct goal of the current project, all of these classes will be developed with an eye toward having them serve as “master classes” that can be used by all faculty who might teach these classes in the future and as a model for online course organization for other courses in the Department.*

## 2. Statement of Transformation

*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:*

## *Both PSYC 2103 and PSYC 4701 currently appear in our catalog, but we have not been offering them regularly due to changes in staffing in recent years. PSYC 2103 serves in Area E of Core at our institution and is a recommended Area F course or elective for numerous majors (e.g., Social Work and Education). PSYC 4701 serves as an upper-level elective within our behavior analysis major, and also serves as a popular upper-level elective for students in other majors who have complete the PSYC 1101 prerequisite (which many students in other majors do as a part of Area E requirement). SOCI 1101 is required for all Sociology majors and like PSYC 2103, SOCI 1101 serves in Area E of Core at our institution. It also is a recommended Area F course or elective for numerous majors (e.g., Social Work). When considered together with the implementation of Waymaker in PSYC 1101, this project builds capacity for the Social and Behavioral Sciences Department to provide students high-quality courses with low-cost materials that promote active learning and engagement as well as provide tools specifically aimed at helping struggling students to be successful.*

## 3. Action Plan

*Transformation Grant projects are 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. This section must include:*

*Sherry Serdikoff will be responsible for developing PSYC 4701, Abnormal Psychology, with implementation of the Waymaker courseware. This course has not been offered since the faculty member who taught it retired in 2019. This will be a new preparation for Dr. Serdikoff and thus a course release is sought for Spring 2022 to allow adequate preparation for a Summer2022 offering. In addition to teaching PSYC 4701 during the Summer 2022 session, during Fall 2022 Dr. Serdikoff will summarize the data collected during the summer and contribute along with other team members to collaborative reports sharing this work through professional development workshops, conference presentations, articles, and/or other scholarly activities.*

*Kimberly Frame will be responsible for re-designing PSYC 2103, Human Growth and Development, to implement the Waymaker courseware. This course has not been offered regularly since one faculty member who taught it retired in 2019 and the other has assumed a role in SSU’s upper administration. Dr. Frame has taught this course once, but not using Waymaker courseware. Thus, this project will require some preparation to re-design the class to incorporate the Waymaker courseware, which she will teach during the Summer 2022 session. During Fall 2022, in addition to summarizing the data collected from her class in the summer, Dr. Frame will assume primary responsibility for collating the data across the three classes and preparing the work to be shared in professional development workshops, conference presentations, articles, and/or other scholarly activities. To allow adequate time to assume the lead for this scholarly activity, a course release is requested for Dr. Frame in Fall 2022.*

*Stephanie Alexander will be responsible for re-designing SOCI 1101, Introduction to Sociology, to implement the Waymaker courseware. This is offered regularly by Dr. Alexander, but not using Waymaker courseware. Thus, this project will require preparation to re-design the class to incorporate the Waymaker courseware during the Summer 2022 session. During Fall 2022, Dr. Alexander will summarize the data collected during her summer class and along with other team members will contribute to collaborative reports sharing this work through professional development workshops, conference presentations, articles, or other scholarly activities.*

*Nancy Linden, Director of the Savannah State University (SSU) Center for Teaching and Faculty Development (CTFD) and SSU Quality Matter Coordinator (QMC), will serve on the team as a consultant. She will assist with identifying appropriate educational technology and instructional design components as we intend to develop a uniform organizational structure for incorporating Waymaker courseware across the three classes. Dr. Linden, along with other team members, will contribute to collaborative reports sharing this work through professional development workshops, conference presentations, articles, or other scholarly activities.*

## 4. Quantitative and Qualitative Measures

*All 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:*

## *As this project is intended to replicate the Affordable Adaptive Learning Pilot for Introduction to General Psychology, we will employ the same measures used for that project: Faculty teaching the courses will complete the ALG developed Faculty Survey Questions about the use of the Waymaker courseware for their respective courses that are a part of this project; students in each course will be asked to complete the ALG developed Student Survey Questions about Waymaker; and each faculty member will select a peer who agrees to review the course and will complete the ALG developed Peer Survey Questions about Waymaker. In addition, we will examine the university standard Student Evaluations of Teaching for each class to provide supplemental feedback from students that may not be obtained from the ALG surveys. Student performance and course-level retention data will be summarized in the same manner as the Affordable Adaptive Learning Pilot for Introduction to General Psychology and compared with comparable offerings in previous semesters.*

## 5. Timeline

*This section allows teams to describe how the project will progress from its inception to the Final Report. Please provide a list of major milestones, events, and deadlines, aligned with your Action Plan and the final semester of your project. Include the submission of your Final Report in this list.*

*The team will meet monthly January-April and August-December*

*January: Meet with the Lumen Learning Waymaker representative for a review of the courseware features/updates; faculty will review courseware content for their respective courses*

*February: Determine common organizational structure for courses; choose common course tools and learning activities in Waymaker and D2l/Brightspace; begin to develop templates*

*March: Begin to build courses in D2L/Brightspace; assess/adjust templates and other course tools as necessary*

*April: Team will review each other’s courses and provide feedback; adjustments made*

***May-July: Faculty will teach the courses during Summer 2022; project questionnaires will be administered***

*Aug-Sep: Summarize data collected from each summer course; submit for collation*

*October: Examine collated data across classes; consider data/feedback and identify adjustments and improvements to be incorporated in future offerings*

*November: Identify appropriate processional outlets for sharing the work (e.g., conferences and/or journals) and begin preparation in required formats*

*December: Complete/Submit ALG Final Project Report*

## 6. Budget

*Please enter your project’s budget below. Include personnel and projected expenses, keeping in mind that this funds the estimated time in your Action Plan. The maximum amounts for the award are as follows:*

##

## 7. Sustainability Plan

*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:*

*Although the scope of this project is limited in a manner consistent with a pilot, lasting impact for years to come is extremely likely provided the pilot implementation yields favorable outcomes for students. SOCI 1101 is offered every semester and we could expect continued use of Waymaker during fall and spring semesters, in addition to future summer offerings. For PSYC 2103 and PSYC 4701 the plan would be for at least on section of these courses (possibly two) to be taught each summer. Further, with fully developed Waymaker-based “master” courses that can be easily adopted by other faculty, this should pave the way to secure more regular offerings of PSYC 2103 and 4701 during the fall and spring semesters. Thus, these course transformations have the potential to impact hundreds of students each year.*

*Additionally, we have intentionally included as a part this project a plan to share this work with others through professional development workshops, conference presentations, articles, or other scholarly activities. Through these scholarly activities we expect to share our work related to the implementation of Lumen Learning’s Waymaker low-cost courseware but also our efforts to develop uniform organizational structures for online courses that adhere to QM principles and promote student success. These latter efforts have the potential to inform course design, online tools, and educational technology choices for faculty adopting other (non-Waymaker) no-cost and low-cost materials in the future.*

# Creative Commons Terms

*I understand that any new materials or revisions created with ALG funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.*

# Accessibility Terms

*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.*

# 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:*

*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.*

|  |
| --- |
| *Dr. Pedro Rivera* |

# Grants or Business Office Acknowledgment Form

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. All applicants will need to provide a signed Acknowledgement Form, the template for which is linked on the RFP page, 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 form.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide this form.*

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

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| *Nancy Riggs* |