Affordable Materials Grants, Round 21:

Transformation Grants

(Spring 2022-Spring 2023)

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, including uploading this document.
* The only way to submit the official proposal is through the Google Form. The link to the online application is on the [Round 21 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r21).
* The italic text provided below is meant for clarifications and can be deleted.

The Round 21 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on March 25, 2022 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) | Albany State University |
| Applicant name | Cassandra Jordan |
| Applicant email  | cassandra.jordan@asurams.edu |
| Applicant position/title | Sociology Program Coordinator/Instructor |
| 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 | Cassandra Jordan | cassandra.jordan@asurams.edu |
| Team member 2 |  |  |
| Team member 3 |  |  |
| Team member 4 |  |  |
| 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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| --- |
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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.* | None |
| Requested Total Amount of Funding*$30,000 maximum total award per grant* | $5000 |
| Final Semester of Project | Spring 2023  |
| 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 |

# 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 | Introduction to Social ProblemsSOCI 1160 |
| N/A | Course instructors | Cassandra Jordan |
| 1 | Average number of students enrolled per section | 40 |
| 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 | 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.* | 3 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 120 |
| 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.* | Required Textbook:Kendall, D. (2013). Social Problems in a diverse society. (6th ed.) Boston, MA: Pearson |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | Textbook Cost: $139.50 |
| 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.* | $139.50 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $16,740.00 |

# **Narrative Section**

## **Project Goals**

* Provide students with an Open Educational Resource (OER) that will reduce financial burdens associated with purchasing textbooks and course material
* Increase and improve student success, productivity, engagement, and participation
* Provide contemporary and creative instructional resources for students
* Utilize course material to meet the instructional needs of students
* Promote student retention
1. **Statement of Transformation**

**Statement of Problem.** There has been a significant decrease in student engagement in the online classroom environment as well as face-to-face. This decline has been directly correlated with students not purchasing required texts and supplemental materials for the course. Students have cited many reasons for not purchasing textbooks, which includes the following: 1) the cost of the textbook, 2) lack of funds, or 3) problems with financial aid. Students are lagging behind academically because they do not have all resources suitable for their academic success.

**The Transformation:** The transformation will primarily involve using the textbook, Social Problems: Continuity and Change, which is available in an online format, as well as a PDF format. It is an OER resource easily accessible to students. Students will have no-cost supplemental materials including practice exams, content relevant articles, videos, and other important features. All student accessible materials will be located in the Desire2Learn (D2L) learning management system. The materials will be housed in D2L; however, course information will also be accessible through MS Word documents, PDF’s, and a website where the materials can be found. This textbook allows instructors to be creative in their pedagogical approaches to teaching the content. Each chapter begins with a “Social Problem in the News” story related to a social problem discussed in the chapter. The chapters are designed to challenge student’s knowledge of social problems in the news and to teach them how to analyze and understand them. All chapters have four categorical boxes, which include, “Applying Social Research”, “Lessons from other Nations”, “People Making a Difference”, and “Children and Our Future”. These categories will help students develop critical thinking skills, understand public policy, and gain a clear perspective of how social problems are solved. This textbook is an open textbook and is a part of the Creative Commons Copyright Community. This is so important because as stakeholders, it allows instructors the freedom to freely adapt and change some of the content to meet student needs. Each chapter can be supplemented with materials such as web links, activities, and videos for the instructors to use. Instructors may choose to add their own materials as they see fit, but the applicant will bear primary responsibility for compiling these supplements and making them available to the other instructors.

Stakeholders affected by this transformation are the students enrolled in the Introduction to Social Problems course, other faculty who may teach the course in the future, and the campus bookstore. Each stakeholder will be impacted in several ways. One of Albany State University’s highest priorities is to retention and student success. Students will have immediate access to the textbook and supplemental materials. Students will benefit from the transformation by saving money and reducing financial burden. The impact of this transformation on student stakeholders is that students will have drastically reduced textbook costs, which will increase their access to the course materials. Having access to the course online or in a PDF format allows the student to take control of their learning and could improve retention and student success in the course.

Faculty workload could increase in the areas of incorporating these resources into the course and guiding students in appropriate access to and use of the resource. However, faculty will be equipped with resources to teach more effectively with the added bonus of having students who are prepared and engaged. Use of an OER is consistent with the Albany State University’s emphasis on retention, student success, and increasing graduation rates. Increased accessibility to the course may enable students to be more successful in the course. Instructors could use the OER for this course to foster the development of student research skills.

The bookstore will see a decline in students purchasing textbooks, which ultimately will affect their profits. There may also be some confusion about where students can find the textbook; however, clear communication from the instructor and a written statement on the syllabus will help to clear any confusion.

## **3. Action Plan**

The instructor will utilize both the online format of the course and the PDF materials. The textbook is clearly outlined and easy to navigate for both instructors and students. The transformation plan consists of the instructor conducting a preliminary analysis of the textbook. In this process, she will decide what information in the text chapters to include in the course teaching material. The instructor could opt to add or delete content in the course. She will also review ancillary/supplementary materials to add to course instruction. Chapters can be broken down into one or two modules per week, depending on if the course is an A-term (16 week-course) or a B-term (8-week course). It would be more efficient for a B-term course to teach two chapters per week. Course or syllabus redesign is necessary to reflect the OER course materials that will be used for the course content and lecture materials.

The plan for providing OER materials to students includes giving them a hard copy of the newly designed syllabus, which will contain a statement regarding the new design. Students will also be given a web address where materials may be found. Detailed information will be provided in Desire2Learn on how to access the textbook and supplemental materials. A tutorial video will be created and uploaded in Desire2Learn. A link will be created for others to access the video outside of the D2L community. There will be accurate captioning on all videos and transcripts. This video will show students how to access all materials, the textbook, the link and supplemental materials. This plan allows for multiple ways of providing open access to the course materials.

## **4. Quantitative and Qualitative Measures**

Quantitative data will be collected to measure the impact of implementing an OER textbook as opposed to the traditional textbook. Exam scores in classes using OER will be compared to courses in which the traditional textbook has been used. The statistics feature in Desire2Learn is an excellent tool and will be used to calculate the comparison. Also, the Drop, Fail, Withdraw (DFW) rate, performance on exams and assignments, and an analysis of the course pass rate will be used to determine effectiveness.

Qualitative data will be collected using student surveys. These surveys are anonymous and will be administered on the Desire2Learn system. The surveys will measure student’s perceptions on the quality of the course, the supplements, and ease of use. Instructors will be able to take surveys and comment as solicited or as appropriate. SOCI 1160 is taught face-to-face and online. We will compare qualitative and quantitative data measures in both course formats to investigate the overall effectiveness of the OER textbook.

## **5. Timeline**

|  |  |  |
| --- | --- | --- |
| March 25, 2022 | ALG Kickoff |  |
| April 1, 2022 | Search for no-cost materials; Become familiar with course materials and develop any other additional content |  |
| May 1, 2022 | Syllabus prepared by this date |  |
| May 15, 2022 | Upload syllabus with assistance from Distance Learning Staff  |  |
| June 2022 – July 2022 | Quantitative Data Collection Continue to teach course using OER materials; begin to collect quantitative data using exam, quiz, and assignment grades | Qualitative Data Collection from student surveys collected; Conduct end of semester assessment |
| August 2022 – December 2022 | (Quantitative Data Collection continued) Quantitative Data Collection Continue to teach course using OER materials; begin to collect quantitative data using exam, quiz, and assignment grades | Qualitative Data Collection from student surveys collected; Conduct end of semester assessment |
|  |  |  |
| Spring 2023 |  | Submit final report to ALG |

## **6. Budget**

* Cassandra Jordan - $5,000.00 for the selection and preparation of no-cost materials, as well as, collecting and analyzing quantitative and qualitative data, and creating pre and post surveys.

## **7. Sustainability Plan**

The proposed plan will introduce no-cost materials to two sections of Introduction to Social Problems (SOCI 1160). The program has the following expected outcomes: 1) financial savings for students, 2) engaged and better prepared students, and 3) increased academic performance. The projected savings from the implementation of this program is $139.50 per student and a total savings of over $50,000 for all sections. Upon successful implementation and outcomes, we anticipate using OER materials for lower level Sociology courses.

Course materials will be posted in D2L. Instructors who will teach this course in the future will have full access to all materials. If faculty members are not able to grant access to the course, the D2L administrator has the ability to locate and distribute course materials. Faculty included in this proposal will ensure all materials are relevant and up-to-date. As new and updated material becomes available, it will be added to the resource library.

# 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:*

* *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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| Hema Davis, Department Chair - Social Sciences |

# 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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| Louise Wrensford, Executive Director, Office of Research and Sponsored Programs |