Fall 2018

Exploring Teaching and Learning (GHC)

Sherry Green
Georgia Highlands College, shgreen@highlands.edu

Randy Green
Georgia Highlands College, ragreen@highlands.edu

J. Sean Callahan
Georgia Highlands College, scallaha@highlands.edu

UNIVERSITY SYSTEM OF GEORGIA

Sherry Green, Randy Green, and J. Sean Callahan

Exploring Teaching and Learning

Affordable Learning Georgia

Georgia's Virtual Library
GALILEO
An Initiative of the University System of Georgia

Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- Linked Syllabus
  - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- Initial Proposal
  - The initial proposal describes the grant project's aims in detail.
- Final Report
  - The final report describes the outcomes of the project and any lessons learned.

Initial Proposal

Application Details

Manage Application: Textbook Transformation Grants: Round Eleven

Award Cycle:	Round 11
Internal Submission Deadline:	Tuesday, January 23, 2018

Application Title:	364
Application ID:	002082
Submitter First Name:	Randy
Submitter Last Name:	Green
Submitter Title:	Assistant Professor of Criminal Justice and Political Science
Submitter Email Address:	ragreen@highlands.edu
Submitter Phone Number:	706-346-0005
Submitter Campus Role:	Proposal Investigator (Primary or additional)
Applicant First Name:	Sherry
Applicant Last Name:	Green
Applicant Email Address:	shgreen@highlands.edu
Applicant Phone Number:	706-295-6300
Primary Appointment Title:	Associate Professor of Education
Institution Name(s):	Georgia Highlands College
Co-Applicant(s):	J. Sean Callahan
Submission Date:	Tuesday, January 23, 2018

Proposal Title:	364
Proposal Category:	No-Cost-to-Students Learning Materials
Final Semester of Instruction:	Fall 2018
Are you using an OpenStax textbook?:	No

Team Members (Name, Email Address):

J. Sean Callahan, scallaha@highlands.edu

Sherry Green, shgreen@highlands.edu

Randy A. Green, ragreen@highlands.edu

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

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

Course Names, Course Numbers and Semesters Offered:

CRJU 2111 The American Police Systems
Offered Fall and Spring semesters
EDUC 2130 Exploring Teaching and Learning
Offered Fall and Spring semesters

List the original course materials for students (including title, whether optional or required, & cost for each item):	Cost: $ 145.00
Average Number of Students per Course Section:	30
Number of Course Sections Affected by Implementation in Academic Year:	6
Average Number of Students Per Summer Semester:	0
Average Number of Students Per Fall Semester:	90
Average Number of Students Per Spring Semester:	90
Total Number of Students Affected by Implementation in Academic Year:	180
Requested Amount of Funding:	10,800
Original per Student Cost:	94.75 and 145.00

Post-Proposal Projected Student Cost:	0
Projected Per Student Savings:	94.75 and 145.00
Projected Total Annual Student Savings:	23,100

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

D2L

Project Goals:

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

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

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

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

Goal 2: Student-Focused Learning

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

Goal 3: Readability

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

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

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

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

Statement of Transformation:

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

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

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

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

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

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

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

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

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

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

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

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

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

Transformation Action Plan:

Pre-Planning

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

Planning

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

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

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

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

Course Delivery

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

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

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

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

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

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

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

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

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

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

Timeline:

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

Notification of Award: February 15, 2018

Required Kick-off Meeting: February 26, 2018

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

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

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

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

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

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

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

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

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

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

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

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

Budget:

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

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

Sustainability Plan:

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

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

1/22/18

To whom it may concern:

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

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

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

Best,

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

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

NARRATIVE

1.1   PROJECT GOALS

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

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

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

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1.2   STATEMENT OF TRANSFORMATION

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

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

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

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

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

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

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

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

1.3   TRANSFORMATION ACTION PLAN

Pre-Planning

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

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

<u>Course Delivery</u>

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

1.4   QUANTITATIVE AND QUALITATIVE MEASURES

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

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

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

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

1.5   TIMELINE

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

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

1.6   BUDGET

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

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

1.7   SUSTAINABILITY PLAN

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

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

1.8   REFERENCES & ATTACHMENTS

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

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

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

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

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

Syllabus

WE ARE GEORGIA HIGHLANDS!

Georgia Highlands College

Sherry A. Green, Ed. S

Assistant Professor of Education

Office 256F Cartersville Campus

Office presence daily via, D2L email, GHC email, & Web

Conferences with appointment, & phone

Email: Shgreen@highlands.edu

Faculty website: www.highlands.edu/site/faculty-sherry-green

EDUC 2130 Exploring Learning and Teaching (Credit Hours: 3)

WEB-BASED

Special Requirements: Mandatory Field Experience

Special Fees: Mandatory Liability Insurance

Important Dates:

Classes begin: January 5

Last day to withdraw with a "W": March 11

Holiday Break: Jan. 19-21

Spring Break: March 25-31

Classes End: April 29

Prerequisites
ENGL 0099, MATH 0097, and READ 0099/Satisfactory placement scores.

This course meets many of the nationally recognized design standards for online and blended courses in Quality Matters for Higher Education.

Course Description:
You will explore key aspects of learning and teaching through examining personal learning processes and the learning process of others, with the goal of applying knowledge to enhance the learning of all students in a variety of educational settings and contexts. Please see the Field Experience Guidelines located on D2L. In some cases, a criminal background check is required before approval is provided to enter local schools.

Tutorial Assistance:
Assistance with academics can be found at the Tutorial link on the course home page.

COURSE METHODOLOGIES, MINIMUM TECHNOLOGICAL REQUIREMENTS, & ONLINE COURSE EXPECTATIONS:
This course is a web-based course with all content, and requirements such as assignments, Discussion Boards, and exams completed using the D2L learning management system. To be successful in this course you MUST have frequent access to a computer with Internet access with Mozilla Firefox, Google Chrome or Internet Explorer as browsers. Organization is also a requirement for successful course completion.

Students must have basic technical skills such as creating word documents, sending emails with and without attachments, using D2L LMS, submitting documents in the course drop box, taking exams in D2l, posting to discussion board threads and creating a power point.

For your benefit, please keep the following links in your D2L course in the expanded mode always: Course Calendar & Course News Announcements!!! You are expected to frequently check their GHC email and D2L for announcements.

Course Outcomes:

Upon completion of the activities, exercises and experiences in the class, the student should be able to answer the following questions:

1. How have I, as a student, learned in school, and how do I learn most effectively?
2. How do student factors, such as motivation, family and cultural background, temperament and learning preferences, prior knowledge and experiences, impact student learning in educational settings?
3. How do teaching practices and instructional structures/methods impact student learning in educational settings?
4. How do other factors in the learning environment impact student learning in educational settings?
5. How may I use the knowledge gained in this course as a future educational professional to inform my professional planning and decision-making to maximize learning of all types in all students?

Topic Outline:

The following topics will be covered in EDUC 2130.   Each of these topics will be framed with their impact on the learning and teaching processes for students in any type of educational setting:

1. The Foundations of Educational Psychology
2. Cognitive and Language Development
3. Social and Socioemotional Development
4. Variations among Individuals/Learning Styles
5. Exceptional Learners
6. Approaches to Learning: Behavioral and Social Cognitive
7. Approaches to Learning: Information Processing
8. Complex Cognitive Processes: Problem Solving/Critical Thinking
9. Approaches to Learning: Social Constructivist
10. Learning in the Content Areas
11. Planning and Instruction
12. Motivation, Teaching, and Learning
13. Classroom Management
14. Assessment: Standardized and Non-Standardized

INSTITUTIONAL & COURSE POLICIES

Attendance Policy:
Regular online attendance is the student's responsibility. Attendance will be monitored. Final approval to make up class work missed due to an absence remains with me.

Extended Absence Policy:
Students, who have circumstances that prevent them from continuing to attend classes over an extended period, sometimes request that the faculty member permit them to submit work in absentia to receive credit to complete the course. If the concurrent absences will constitute more than 15% of the class sessions for the term, then written permission from the Academic Dean is required before any course assignments can be completed while missing class.   The student must be in good academic standing in the course to make the request.   All approved coursework must be completed by the end of the semester in which the course was begun.

Early Grades Statement:
GHC offers a variety of part-of-term classes to allow our students to have flexible schedules.   However, there are only three Semesters each year; Spring, Summer and Fall.   It is only at the end of each Semester that grades are rolled to academic history and available on the official transcript.   After each part-of-term, as soon as Instructors have entered grades, they may be viewed online by logging into the SCORE (https://discovery.highlands.edu:9986/pls/SCORE/twbkwbis.P_WWWLogin).   Transcripts may also be request at any time by logging into the SCORE.   Prior to the end of term, should a student need an early grade letter sent to another institution they may complete the request form and submit it to the Registrar's Office for processing (http://www.highlands.edu/site/registrar-forms).   Please contact the Registrar's Office at registrar@highlands.edu if you need any assistance.

Early Warning Program:
Georgia Highlands College requires that all faculty members report their students' progress throughout the course of the semester as part of the institution-wide Early Warning Program (EWP).   The objective of the program is to support academic success by reviewing early indicators of satisfactory student progress.   In accordance with EWP, faculty members provide the Registrar's Office with academic reports of each student enrolled in their course(s) at checkpoints staggered throughout the semester.   The following success factors are reported at their corresponding checkpoint:
Week 2: Notification of Non-attendance
Week 6: Unsatisfactory or Satisfactory Progress

Disability Statement:
If any student in the class feels that he or she needs accommodation due to a disability, please feel free to discuss this with the instructor early in the term. Georgia Highlands College has resources available for students with certain disabilities. Accommodations may be made (such as providing materials in alternative formats, assuring physical access to classrooms or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities) through Student Support Services on all campuses. For more information, please contact: Cartersville 678-872-8004; Douglasville and Floyd 706-368-7536; Marietta 678-915-5021; Paulding 678-946-1029.

Financial Aid:
This message applies only to students receiving financial aid: Federal regulations state that if a student did not attend classes and received failing grades, then the grades were not earned, and financial aid needs to be reduced accordingly.   Please be advised that any student receiving a 0.00 GPA will be required to prove that the 0.00 GPA was earned by attending classes or completing requirements for each class.   Students who have earned at least one passing grade for the semester will not be affected by this regulation.   If a student has properly withdrawn from all classes, the student's financial aid should be adjusted from the time they signed the withdrawal form.

Student Conduct and Academic Integrity:
Policies on student conduct and academic integrity are in the GHC "Student Guide and Planner" and in the Student Handbook at http://www.highlands.edu/campuslife/handbook

Textbook: **Santrock, J. (2010).** *Educational psychology.* **New York, New York: McGraw Hill Companies. This textbook is not required! If you choose to get a used copy you may do so to supplement your instruction, but you do not have to purchase a text!**

COURSE EXPECTATIONS & REQUIREMENTS

You are expected to have access to a computer and know how to navigate the learning management system D2L for content related instruction such as power points, announcements, grades, assignments placed in drop boxes, etc. and be prepared for weekly readings and assignments and participate in weekly Discussion Boards. You must frequently access D2L for announcements, reminders, learning materials, discussion boards, assignments, exams, etc. for each week class is in session.

Readings:
You are responsible for being prepared for class and class discussion boards by reading the textbook.

DISCUSSION BOARDS

Guidance for Original Discussion Board Posts:
Original responses to prompts provided by me are designed to facilitate some semblance of the type of learning that goes on in a classroom environment – the give exchange of ideas in an academic context structured by the professor. Your original responses to the prompts that are posted on the discussion board will be treated seriously and are an important aspect of the online environment.

Please read the prompt and make sure you have substantive commentary to follow. Responses should be thoughtful, mature, collegial, college level work, and include reference to Chapter readings. Commentaries should be sufficient to demonstrate real learning.

There will be 10 prompts posted for you to respond to over the course of the semester. Full points will only be awarded for substantive posts. There are no makeups for Discussion Boards.

ADVICE: Guidance for Peer Responses:

Students are expected to respond to at least one peer's original posting on the discussion board each week for a total of 10 graded peer responses. These commentaries should also be substantive and demonstrate learning. Full points will be awarded for substantive posts.

Discussion Board prompts and peer responses must be posted during the open date and before the Discussion Board closes. Once the Discussion Board closes, discussion board original posts and peer responses can no longer be viewed.

These postings will be monitored by me each week with an accumulative discussion board grade provided at the end of the semester. Please see the grading scale that follows for credit points.

THERE ARE NO DISCUSSION BOARD MAKEUPS!

DISCUSSION BOARD NETIQUETTE

The Discussion Board is a collegiate forum for the exchange of ideas relative to the course and prompts that are posted by the professor. It is not a social media platform therefore, please refrain from inappropriate language, texting language, and the usage of slang terms. Please use Standard English, monitor your tone, be civil in your posts and responses, sensitive to cultural differences and always check your spelling and grammar.

FIELD EXPERIENCE EXPECTATIONS & REQUIREMENTS

Special Requirements: Field Experience:

You are required to complete a minimum of ten (10) hours of field experience in a public education environment if one Education course is taken in the same semester, 15 hours if two Education courses are

taken and 20 hours if three Education courses are taken in the same semester. This experience gives you the opportunity to make observations and connections in real-world settings with children. The purpose of the experience is to extend learning beyond the walls of the Georgia Highlands classroom. You can observe, analyze and synthesize actual experiences with children.

Please see the Field Experience Guidelines located on D2L. In some cases, a criminal background check is required before approval is provided to enter local schools. Each school system has a different policy on observations.

There are **NO APPROVED VIRTUAL OBSERVATIONS. ALL OBSERVATIONS MUST BE DONE IN PERSON.**

<div align="center">

FIELD EXPERIENCE PLACEMENT PROCEDURES

</div>

Bartow County School System Procedures

- **Notify me via email that you want to be placed in a Bartow County school. Provide me with the name of the school, grade level desired, and subject area**
- **I will put your name on a list that will be submitted to the Human Resource Department for approval.**
- **You will need to obtain a $45.00 money order made out to Bartow County School System**
- **Go to the central office for fingerprinting on Tuesday mornings at 8:30 a.m.**
- **Once your background check has been processed (about 2 weeks), I will be notified that you have been approved to observe in the school system.**
- **Please do not attempt to observe until the process has been completed.**
- There are no approved placements in schools where relatives are employed!

Cartersville City School System Procedures:

1. Contact me with your request of school, grade, etc. I will let you know if there are any requirements of a background check.

Please do not attempt to observe until the process has been completed.

Douglas County School System Procedures:

1. Notify me via email if you want to observe in the Douglas County School System.
2. Provide me with the school preference, grade level, teacher preference and I will provide a list to them.
3. Do not contact the School, principal, and/or teacher
4. Go to the Douglas County Sheriff's office for A Criminal Background Check
5. Take results of Background check should be taken to the Human Resource Dept. at Douglas County Schools
6. The HR office or I will contact you when you are approved for placement.

Please do not attempt to observe until the process has been completed.

Other school systems:

You can observe in any system that you can obtain local administrator approval for. The following is a helpful scenario for those of you seeking to conduct your Field Experience in a school system:

Please make sure that you have read through all documents that I have posted in D2L and all announcements before you proceed. Once you do that and obtain your Liability Insurance and you send it to me, you can go to any school that you want to in any school system, preferably one that you are familiar with. Take your course paperwork with you.   Ask to see an administrator and show your paperwork, telling the individual that you speak with that you are enrolled in GHC's Teacher Preparation Program and are required to observe in a school as part of your course.   Ask for permission to observe.   Most of the time, you will get approval.   Thank the administrator, with a HUGE

SMILE!!!   If approval is not given, go to another school and/or school system.

Cherokee County School District, Floyd County, Gordon County Procedures:
**   Please notify me of your requests.**

INSTRUCTIONS FOR MULTIPLE EDUCATION COURSES IN THE SAME SEMESTER

If you take more than one EDUC prefix course, you will observe more than 10 hours total.   Two EDUC courses taken during the same semester require 15 hours of observation and 3 EDUC courses during the same semester require 20 hours.

When you take more than one EDUC course in the same semester, divide these hours into 3 parts, each course getting total attention for approximately 6 and 1/2 hours. You do not have to observe 3 different classes, one will be okay, but it is critical that you organize your thinking into 3 totally different power points. One power point for EDUC 2110 and its content and topics, one power point for EDUC 2120 and its content and topics, and one power point for EDUC 2130 and its content and structured prompts that I have designated for you to observe and report on. So, think of it as 3 different observations. You can use 1 verification form for the total 20 hours but download it into all 3 course power points.

Each Education course has a section for Field Experience information.   Please read the scoring rubrics and information for each one as the topics are very different for each course.   The power points for each course should not overlap and should be distinctive of each course.   When you observe for EDUC 2110 you are looking at certain topics such as tracking/ability grouping, teacher evaluations, students at risk, teacher philosophy, school governance, etc.   When observing for EDUC 2120 you are looking at diversity in the schools such as Race, Gender, Sexual Orientation, Students with disabilities,

etc.   When observing for EDUC 2130 you are looking at theories of learning like Piaget and Vygotsky, Erik Erickson, etc.

<p style="text-align:center">FIELD EXPERIENCE GRADING</p>

A scoring rubric is provided in the content section of D2L.

- Power point covering 10 topics addressed in the course (see Rubric for more information)
- Verification of time devoted in the field experience setting with appropriate signatures
- Any other component that may be added at the discretion of the professor

PITFALL: **You cannot get credit for the course without completing the Mandatory Field Experience component.**

<u>Special Fees</u>****You must provide proof of Liability Insurance to the professor *Prior* to beginning the Field Experience. This proof should be placed in the Drop Box or scanned into a word document or sent as an attachment, and emailed to shgreen@highlands.edu

Liability Insurance may be obtained by joining a professional organization such as PAGE (Professional Association of Georgia Educators at www.pageinc.org), or GAE (Georgia Association of Educators) or a professional organization in another state. Liability Insurance is a requirement of the University System of Georgia (USG) for all Educator Field Experiences.

<u>Three Exams</u>: Three exams will be given during the semester. You will be expected to respond to a variety of types of questions by demonstrating knowledge of the course content. Exams will be taken online in D2L and will cover specific textbook chapters. You will be allowed to use the textbook for exams. There will be a time limit placed on all exams. Please avoid taking the exam during peak hours 5:00-7:00 p.m. Many students are using D2L at the same time across the USG system. By avoiding peak hours, you should have a trouble-free testing environment.
Only 1 exam will be considered for a makeup! Should you miss more than one exam, only 1 exam can be taken as a makeup!

You should immediately receive a grade on each exam information on.

Exam Make-Up Policy: If you miss an Exam you may be considered for a make-up exam. I reserve the right to deny the make-up of a missed exam. If approved, a 10-point deduction will be taken off the exam grade regardless of the reason for makeup. Makeup exam dates/times are posted on the Course Schedule. Only 1 exam will be considered for approval to makeup.

Grading:
All grades are based on the Grading Policy of Georgia Highlands College. Student work will be graded in a week from the time the Assignment box closes to all students. Field Experiences may take longer to grade due to volume and timing of the due dates. Grades will be posted in the D2L gradebook.

Be sure to review the requirements of an assignment before it is due.

Points Distribution:
Exam 1   100 points
Exam 2   100 points
Exam 3   100 points
10 Discussion Board Original Posts up to 6 points each = 60 points
10 Peer Responses up to 4 points each = 40 points
Total possible Discussion Board Points = 100
Field Experience Power Point Presentation 100 points
Total Possible Points for the Course: 500

Grading Scale:
450-500=A
400-449=B
350-399=C
300-349=D
299 and Below=F
No individual extra credit will be offered during the semester or at the end of term.

Disclaimer:
I reserve the right to alter dates, grading scales, assignments, material covered or format of any exam after notifying you in advance.

On occasion, additional points may be awarded for activities that support in-class discussions or content of the course.

Tobacco-Free Campus:

Georgia Highlands College prohibits the use of tobacco products on any property owned, leased, or controlled by GHC. All faculty, staff, students, visitors, vendors, contractors, and all others are prohibited from using any tobacco products (i.e., cigarettes, eCigarettes, cigars, smokeless tobacco, snuff, chewing tobacco, etc.) while on GHC property.

Campus Carry:
For guidance on HB280 Campus Carry, please link to the USG website www.usg.edu/hb280.

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

To submit your Final Report, go to the Final Report submission page on the ALG website:
http://affordablelearninggeorgia.org/site/final_report_submission

Final report submission requires four files:

- *This completed narrative document*
- *Syllabus or syllabi*
  - *(if multiple files, compress into one .zip folder)*
- *Qualitative/Quantitative Measures data files*
  - *(if multiple files, compress into one .zip folder)*
- *Photo of your team or a class of your students w/ at least one team member, minimum resolution 800x600px*
  - *(nearly all smartphones take photos larger than this size by default)*

Follow the instructions on the webpage for uploading your documents. Based on receipt of this report, ALG will process the final payment for your grant. ALG will follow up in the future with post-project grantee surveys and may also request your participation in a publication, presentation, or other event.

General Information

Date: 12/18/2018

Grant Round: 11

Grant Number: 364

Institution Name(s): Georgia Highlands College

Project Lead: Sherry A. Green, Ed. S.

Team Members: Randy Green, Assistant Professor of Political Science and Criminal Justice and Sean Callahan, Associate Professor of Psychology, Social Science, Business and Education Department

Course Name(s) and Course Numbers:

EDUC 2130 Exploring Learning and Teaching and CRJU 2111 The American Police System

Semester Project Began: Summer 2018

Final Semester of Implementation: Fall 2018

Total Number of Students Affected During Project: 90

1. Narrative

A. Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:

Summary of your transformation experience, including challenges and accomplishments
Transformative impacts on your instruction
Transformative impacts on your students and their performance

We have been using books in education since colonial times, but as we plan for our future and with access to and the integration of the World Wide Web into our classrooms, it seems only appropriate that we pause to consider the realization that textbooks are costly, restrictive in content, often outdated, and in Education circles, are often based upon the curricular contributions of a short list of two states in the United States, typically Texas and California. We have honored textbooks as the be-all-end-all of our curriculum and everything we taught revolved around chapters contained in the frequently, short-sided textbook. Publishing companies made billions on the sale of these widely used, accepted, textbook adoptions especially for the K-12 environment, but also in the world of higher education. School systems (ultimately tax payers) shouldered the cost responsibility of the K-12 textbooks while in the collegiate environment, students assumed the cost of their course textbooks. Increasing in price, these textbooks have continually been the one instructional item that students have complained about having to purchase. Many students in today's colleges deliberately choose not to purchase a text and try to go it alone in navigating a course to save the astronomical purchase price. This often leads to poor performance in courses and poor performance often leads to dropping out or withdrawals.

OERs are one option to counter publishing companies pricing of print textbooks and offer students another avenue to use course materials without cost. The K-12 environment is gradually making similar adjustments to negate the cost of printed textbooks by providing electronic devices to their students and allowing cellphones in classrooms during Bring-Your-Own- Device (BYOD) days. Mobile and stationary computer labs are found in K-12 schools, so students have access to the World Wide Web daily. Smart Boards, with direct internet access, also enhance instruction.

It is the worthwhile work that we chose to endeavor in. The opportunity to provide our students at GHC the choice of taking a course with OERs vs. a printed textbook. In summary, we can say that given the quantitative and qualitative measures and yielded results, the transformation experience was a success for our students. The overall attitude, mind-set, and OER experience was overwhelmingly positive for our students and for that we are grateful.

As professors, we have enjoyed the experience as it has stretched us beyond our usual pedagogy and thought processes. We have read, viewed, pondered, debated, put in, taken out, and at times, been consumed by the task at hand, instructional ideas, materials, and assignments that we believed would be valuable as learning experiences. At the conclusion of

the transformation project, we looked retrospectively at what we created, and deemed it a valuable learning experience for us and our students at GHC.

We developed OER courses with academic rigor while saving our students the cost of a course textbook. Though small in student numbers for one semester, the overall impact of the OER over an academic year and a summer term, will result in amazing savings for our students and without jeopardizing quality of instruction. These savings will help with the retention of our students as they look forward to and are motivated by the known fact that they do not have to purchase/rent/borrow a textbook for the courses. Knowing this eases the stress related to enrolling in courses and having to pay for the extra items associated with it.

We believe the following focus points illustrate how this OER transformation accomplished much for our students:

1. In this initiative, students accessed both the electronic and print media sources available to them, both of which they are familiar with in contemporary, everyday life. Students availed themselves to the D2L electronic platform for course assignments, instructional materials, assessments, and never had to purchase or carry a costly, heavy, perhaps even outdated, textbook.
2. While we may have static content competencies/student learning outcomes, OERs provided for real experiences and problems for students to investigate, analyze, create, and perform other critical thinking skills.
3. Another accomplishment for our students was the savings associated with the No-Cost text for each course, which was the intended purpose of the grant.
4. An unforeseen success of the OER project was the sincere gratefulness that students expressed relative to not having to purchase a course textbook. This success ultimately and immediately led to decreased financial stress/burdens relative to college expenses and provided for much needed flexibility for family financial needs.
5. Students experienced the same quality of course that students utilizing a textbook would have experienced.
6. Students adapted to the use of OERs without much difficulty perhaps because most are experienced technological learners.

The OER transformation was not without challenges for the professors. These challenges are as follows:

1. The number one challenge for the OER transformation course was the development of enough instructional materials/educational resources to ensure academic rigor. Students begin with an intense, focused, desire to learn and participate in the course, but at mid-term their performance begins to diminish. However, we do not believe this is an anomaly to transformation courses as it happens in our other 18-week courses as well. The challenges of work, family, mental health issues, poverty, class attendance, tutoring, ethnic and language barriers, and additional course requirements (Education

Field Experiences) outside of school are inherent in many of our students lives and they often can not maintain all of theses responsibilities for a long-term semester. They require much flexibility and support throughout the term and it is provided, but occasionally, it is not enough to get them through the course successfully.

2. Professors had to guide students weekly through "This week we will…" announcements to focus students on what was being covered instructionally during the week and what their assignment was for the week, including due dates. Professors provided somewhat more assistance to the OER students in terms of reminders of content coverage, grading, assignments, readings, rubrics, examples, etc.

3. It was also a challenge to maintain student focus on weekly assignments for an entire 18-week term. We have come to learn that many students are okay with making a C in a college course, especially if they are working full-time, have medical and mental health issues and have family responsibilities and/or any combination of the issues listed. However, we do not believe this to be an anomaly to the transformation course as we have experienced this with other courses/classes as well.

In terms of things that we might do differently, we suggest additional readings and assignments in CRJU 2111. In EDUC 2130, the formative assessments need to be reviewed and modified after an analyses of exam questions over SLOs was conducted and yielded low %s of passage rates on specific questions. These questions need further analysis.

2. Quotes

The following quotes address specific comments about OER course materials, communication, etc.

Thank You, Thank You, Thank You Professor Green for all your support, caring ways, kindness, updates & alerts to deadlines, clear instructions, power points, links to websites, clarity and easy to read set up for D2L, your introductory video and for all of your instruction that you've provided to all the students for this course. Thank You for all that you do for you students and it has been a joy being under your tutelage this semester!!! You're an AWESOME professor!!!

 I really enjoyed watching the video to the link about the teaching strategy to encourage active listening (https://www.teachingchannel.org/videos/teaching-stategy-active-listening.)

I was skeptical about taking a course without a textbook, but it went very well!

3. Quantitative and Qualitative Measures

3a. Uniform Measurements Questions

Student Opinion of Materials via Surveys and Informal Interviews

Students' perspectives were queried to assess attitudes and opinions of the redesigned course three times during the term. Students provided information at the beginning of the term via a Pre-Assessment Survey, mid-point Survey, and at the end of term via a Post-Assessment Survey to provide fluid perspectives for future decision making and direction for the courses. At the beginning of the course, surveys reflected student excitement about taking a course without a textbook. Students expressed optimism that the course would offer them a valuable experience without the textbook. They also expressed that they often did not obtain a textbook for a course because of its cost. The majority agreed or strongly agreed that the cost of the textbook majorly impacted their decision to enroll or remain in the course.

By mid-point in the term, students' surveys reflected that they strongly agreed that they would enroll in another course that offers a no-textbook option. Students felt as though they were doing well in the OER courses and expressed a positive experience with the OER courses.

The final survey yielded positive statements and experiences with the OER course and materials and students overwhelmingly and strongly agreed that they would enroll in another course that use a no-textbook option. They overwhelmingly reported a positive experience with the OER materials and resources used in the courses. Most students also expressed that the quality of the OER course was better than other courses taken with a textbook.

The following is the disaggregated data for Education 2130 and CRJU 2111 on Student Opinion of Materials/Surveys.

Education 2130

Total number of students affected in this project: 90

37 total respondents

- Positive: 97.3% of 37 respondents
- Neutral: 2.7 % of 37 number of respondents
- Negative: 0% of 0 number of respondents

CRJU 2111

11 total respondents

Positive: 100% of 11 respondents

In both, EDUC 2130 and CRJU 2111, an overwhelming % of students' opinions were positive about the material used in the course.

Disaggregated Data for EDUC 2130 and CRJU 2111 Final Grade Distributions/Pass Rates/Retention Rates

The demonstration of student success can be measured by analyzing the final grade distributions for the term and across terms for each course. These analyses are as follows:

Education 2130 Data:

Pre Trans Spring 2018	Grade Distribution		Post Trans Fall 2018 Grade Distribution					
As	6/51/12%		As	17/60/28%				
Bs	23/51/45%		Bs	25/60/42%				
Cs	11/51/22%		Cs	9/60/15%				
Ds	2/51/0.04%		Ds	0/60/0%				
Fs	3/51/0.06		Fs	4/60/0.07				

Choose One:
- _X__   Positive: Higher performance outcomes measured over previous semester(s)
- ___   Neutral: Same performance outcomes over previous semester(s)
- ___   Negative: Lower performance outcomes over previous semester(s)

As indicated by the EDUC 2130 data, the Post-trans final grade distribution yielded substantially more As and Bs than the Pre-trans Spring 2018 term data yielded. It is significant to note that the Fs in the Pre- and Post-trans terms, were not attributed to failure of the course, assessments, student learning outcomes, or the fact that the course had or did not have a textbook. **These failures (Fs) were directly attributed to the fact that these students did not complete the 10 hours of field experience observation mandated by the University System of Georgia for all EDUC prefix courses.** If a student does not complete the mandated field placement, the student does not pass the course.

This must be accounted for when analyzing Final Grade Distributions and Course Pass/Failure Rates, %s of As-Fs. This mandate requires us to view the raw data in the context of the USG mandate and student performance/success. Students can be and are often successful in the course, fail to complete the field experience and thus, fail the course.

The Post-trans Course Pass Rate is 85% including the Fs for those who failed due to failure to complete the Field Experience component of the course. If removed from the data, the Post-trans course pass rate is 93%.

Comparing this to the Pre-trans term Spring 2018, the Course Pass Rate with the Fs for failure to complete the Field Experience mandate is 82%. Removing the Fs for failure to complete the field experience mandate, the Course Pass Rate is 88%.

Additionally, the % of students who made A-Cs Pre-Trans was 79% vs. Post-Trans was 85%, an increase of 6% points.

In summary, the Post-Trans Course Pass Rate is better than the Pre-Trans Course Pass Rate thus indicating a higher degree of grade performance and success.

CRJU 2111 Final Grade Distribution Data:

Pre Trans Spring	2018 Grade Distribution		Post Trans Fall 2018	Grade Distribution
As	15/33/45%		As	21/30/70%
Bs	8/33/24%		Bs	5/30/17%
Cs	5/33/15%		Cs	4/30/13%
Ds	0/33		Ds	0/30
Fs	0/33		Fs	0/30
F$	4/33/12%		F$	0/30
W	1/33/0.030%		W	0/30

Choose One:
- _X__   Positive: Higher performance outcomes measured over previous semester(s)
- ___   Neutral: Same performance outcomes over previous semester(s)
- ___   Negative: Lower performance outcomes over previous semester(s)

In CRJU 2111, the same improvements held true from Pre-trans to Post-trans in final grade distributions and % of A-Cs. Both areas presented with positive performance outcomes over the previous semester. 100% of students made A-C grades Post-trans as compared to 84% Post-trans. It is also significant to note that Pre-trans had 4 F$ and 1 Withdrawal as compared to 0 in both categories Post-trans!

Course Retention Rates Continued

Student Drop/Fail/Withdraw (DFW) Rates

The overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester of implementation over previous semesters was positive in both courses meaning that the DFW rates were lower in the OER courses as compared to the previous semester pre-trans courses. Data yielded higher rates of retention of students in courses and lower rates of withdrawal rates in the OER courses.

EDUC 2130 DFW Rate Final Term of Implementation:

In Education 2130, 1.4% of students, out of a total of 60 students affected, dropped/failed/withdrew from the Education 2130 course in the final semester of implementation.

Choose One:

- __**X**_   Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- ____ Neutral: This is the same percentage of students with D/F/W than previous semester(s) for the Education 2130 course.
- ___ Negative: This is a higher percentage of students with D/F/W than previous semester(s)

This data yields positive and improved post-trans course retention and pass rate than the pre-trans course retention and pass rate.

CRJU 2111 DFW Rate Final Term of Implementation:

In CRJU 2111, 0 % of students, out of a total of 30 students affected, dropped/failed/withdrew from the CRJU 2111 course in the final semester of implementation. This correlates to a 100% passage and retention rate for the post-trans course and a positive experience for students.

Choose One:

- _**X**__   Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- ___ Neutral: This is the same percentage of students with D/F/W than previous semester(s) for the Education 2130 course.
- ___ Negative: This is a higher percentage of students with D/F/W than previous semester(s)

Comparative Pre-Post Transformation DFW Rates

Pre-Trans Spring 2018 DFW		Post-Trans Fall 2018 DFW
EDUC 2130	6/51/11.76%	7/60/11.66%
CRJU 2111	1/33/.030%	0/30/0.00%

Student Learning Outcomes/Grades/Success

As evidenced by supporting data previously reported and summarized, all quantitative measures yielded positive impacts on student success and experience. The overall comparative impact on student performance is overwhelming positive in all areas for the OER courses.

In addition to the above data reports, students were assessed on Student Learning Outcomes in each course. After an analysis of SLOs, activities, and assessments linked to SLOs, it was concluded that students in EDUC 2130 had more difficulty with formative assessments of SLOs (Selected Response Exams) than other activities that measure success in the course. EDUC 2130 is a course that is content heavy in learning theory. As such, students often have difficulty with the application of the concepts of learning theory to hypothetical classroom situations that are contained within the formative assessment questions. Specifically, when analyzing data regarding exam questions, there are several questions on Exams 1, 2 and 3 that students failed to answer correctly, therefore the passage range/rate/ % was substantially low on those questions and impacted their success/achievement on the SLOs.

Below is an example of an exam question and measurable SLO (How do teaching practices and instructional structures/methods impact student learning in educational settings?) that requires the student to make application of a concept learned.

Which of the following teacher behaviors, fosters creative thinking in students?

    a. Motivate students with gold stars
    b. Tell students exactly what to do and how to do it
    c. Take students on field trips to museums and cultivate interests and discovery
    d. Ask questions and develop activities that ensure student success

This question generated a 55.56% passage range down to 37.04%. Yet, when observing in a classroom, students are more successful at identifying teacher behaviors that foster creative thinking as evidence by the portfolio work they do as part of their Field Experience placement.

Formative exams need to be analyzed for future use as they relate to SLOs. SLOs are also measured by an additional assessment at the end of Spring term.

In CRJU 2111, measurements of SLOs were conducted via a Post- Assessment. Given selected SLOs, questions were developed that students responded to at the end of the term. The 5 assessed course SLOs are as follows:

Upon completion of this course, the student will:

    1. Understand the history of the American police system.
    2. Understand the role law enforcement play in America by providing order, maintenance and peace keeping.

3. Understand the realities and problems law enforcement is face with in America today.
4. Understand the job and responsibility of working in American law enforcement.
5. Explore the issue of integrity and understand the importance of integrity in the American police system.

The students' Post-Assessment of SLOs yielded a 92% mean. SLOs in the OER course were achieved.

Co-Factors that influenced outcomes

Many of GHC students are first-generation students, full-time employees/students, single parents, adult learners/non-traditional students all of whom juggle additional responsibilities. These responsibilities certainly impact their success in navigating the world of higher education. First generation students make up 1/3rd of college students in the United States. Yet, only 27% of this group graduates within four years. They often lack guidance, need support services, and experience difficulties with language barriers in the classroom. (Whitford, E. 2018). At GHC, the co-factors that influence our outcomes exist in monumental ways. Yet, as professors, we can assist in minimizing some stressors/co-factors by offering the option of a quality OER course. We believe we have done so with the results yielded in the quantitative and qualitative data we have described in this final report.

The Field Experience placements and the resulting grade of an F for failure to complete the mandated component of the EDUC 2130 course are also co-factors that influenced the outcomes of the EDUC 2130 data points. Failure to complete the placement negatively impacts the final grade distribution/pass rate, student success, and course retention measures regardless of the type of course the student in enrolled in (OER or non-OER course).

Whitford, E. (2018, October 4). *Maximizing success for first-gen students*. Retrieved Dec. 18, 2018 from http://www.insidehighered.com/news/2018/10/04/institutional-change-required-better-serve-first-generation-students-report-finds?utm_source=Inside+Higher+Ed&utm_campaign=f57b3b1103-WNU_COPY_01&utm_medium=email&utm_term=0_1fcbc04421-f57b3b1103-198439021&mc_cid=f57b3b1103&mc_eid=6210fa6c5c

4. Sustainability Plan

The OER professors involved in this grant work will continue to maintain Education 2130 and CRJU 2111 in the D2L learning management system in the future. Per the analyses of our students' surveys, we have learned a great deal about the factors that contribute to our students' success. We believe, as do our students, that the course OER resources are "equal to or better in quality" than utilizing a costly textbook. We believe that offering the transformative course eliminates the need for a textbook that students often find cost prohibitive and only sometimes will purchase/rent or borrow, if required to do so. Students "strongly agreed" that "if given the opportunity, they would enroll in an OER course" instead of a course requiring a textbook. Based upon student feedback, we feel strongly that we should continue to offer the transformative option.

We do recognize that as with any course, instructional materials, activities, assessments and the like, require revision periodically to improve teaching and learning. We will consider adding/modifying the course to provide additional readings, critical thinking activities, and in Education 2130 portfolio assessments.

In addition to the courses being in the USG learning management system, D2L, they will be available upon request to colleagues and housed within the USG ALG grant website.

5. Future Plans and Impacts

Much has been learned by the professors who chose to endeavor the work associated with this grant and there is still more work to do. There have been Aha! moments along the way and there have been times when we knew that a different assignment might have worked just as well. The impacts have been great and small, but perhaps the most profound impact that we have experienced because of the OER transformation, is the gratefulness students have expressed about not having to buy a textbook. Due to many factors associated with attending Georgia Highlands College, mentioned in the original grant application, our students have great difficulties to overcome. Many of these difficulties are associated with working hours, lack of income, first-generation students, single parents, various ethnic and racial groups, students with mental health issues, adult learners, veterans, troubles with internet access, etc. They need flexibility, support, kindness and consistent communication to assist them in their focus and success in college. They are often involved with Student Support Services or should be involved with Student Support Services. Anything that we can do to minimize the stress they experience, including financial stress, our students are appreciative of and openly express this.

Another impact, as indicated by analyses of data, we have discovered that without question our students' performance has greatly improved comparatively speaking between the pre-transformation courses and the post-transformation EDUC 2130 and CRJU 2111 courses.

Third, as a result of the development and implementation of this project, we have resolved that reliance on the textbook is unnecessary and courses can be taught with academic rigor without them.

Fourth, in retrospect, we are amazed at how much work we put into the development of our OER courses and realize that this was a major task with student success at the center.

Our future plans are to continue analyzing data and revising course instructional materials, activities and assessments so as to provide current, meaningful, and engaging critical thinking skills.

Additionally, our future plans are to have a meeting with our dean to discuss the option of transforming the CRJU 2111 course from a full-term course to an 8-week course. At the very least, we feel that a trial term modification, and collection and analyzation of data to determine

if an 8-week course would meet the needs of our students and facilitate their success, is warranted.

Future plans also include the expansion of the OER transformation to other CRJU and Education courses.

In reflecting on our work on this project, we would be open to presenting to new faculty in the GHC faculty academy as well as presenting as part of our CETL (Center for Teaching and Learning) professional development.

<u>Final Thoughts</u>

We are exceptionally pleased with the results contained in this report and can build on these successes and make further enhancements in the OER courses. We did not foresee the level of student success but are proud that they exist. We are excited for the future of our students and hope that we can continue to ensure them a way to obtain a college education bypassing some of the obstacles they have historically been placed before them. We are proud to play a small role in the progressiveness of the USG OER grant process!

We are GHC!

6. Description of Photograph

The photograph attachments are of team members Assistant Professor of Criminal Justice and Political Science Randy Green, and Associate Professor of Education Sherry Green, and a separate photo of Sean Callahan, Associate Professor of Psychology with students.

Highlands Inauguration Gala
September 18, 2015