

Application Details

Manage Application: ALG Textbook Transformation Grants

Award Cycle: Round 6

Internal Submission Deadline: Monday, August 1, 2016

Application Title: 240

Application ID: #001133

Submitter First Name: Cathy

Submitter Last Name: Hakes

Submitter Title: Director

Submitter Email Address: chakes@ggc.edu

Submitter Phone Number: 678-407-5875

Submitter Campus Role: Sponsored Programs Office

Applicant First Name: Dovile

Applicant Last Name: Budryte

Co-Applicant Name(s): Scott Boykin, Eric Wilk, Michael Lewkowicz

Applicant Email Address: dbudryte@ggc.edu

Applicant Phone Number: 678-478-5275

Primary Appointment Title: Professor of Political Science and Assistant Dean

Institution Name(s): Georgia Gwinnett College

Submission Date: Monday, August 1, 2016

Team Members (Name, Title, Department, Institutions if different, and email address for each):

Scott Boykin, Associate Professor of Political Science, School of Liberal Arts,
sboykin@ggc.edu

Eric Wilk, Assistant Professor of Political Science, School of Liberal Arts, ewilk@ggc.edu

Michael Lewkowicz, Assistant Professor of Political Science, School of Liberal Arts,
mlewkowi@ggc.edu

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

Dr. Adolfo Santos, Dean, School of Liberal Arts, Georgia Gwinnett College

Proposal Title: 240

Course Names, Course Numbers and Semesters Offered:

American Government, POLS 1101, every semester, Spring 2017, Summer 2017, and Fall 2017

Final Semester of Instruction: Fall 2017

Average Number of Students per Course Section: 28

Number of Course Sections Affected by Implementation in Academic Year: 22

Total Number of Students Affected by Implementation in Academic Year: 616

List the original course materials for students (including title, whether optional or required, & cost for each item): Karen J. O'Connor, Larry J. Sabato, and Alixandra B. Yanus, Essentials of American Government: Roots and Reform, 2014 Election Edition (12th Edition): Pearson, 2016. Cost: \$179. Required Charles S. Bullock and Ronald Keith Gaddie. Georgia Politics in a State of Change. 2nd Edition. Pearson, 2013. Cost: \$36.60. Required

Proposal Category: No-or-Low-Cost to Students Learning Materials

Requested Amount of Funding: \$20,800

Original per Student Cost: \$215.60

Post-Proposal Projected Student Cost: \$0

Projected Per Student Savings: \$215.60

Projected Total Annual Student Savings: \$132,809.60

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

(1) Desire to Learn (D2L)

(2) Carnegie Council for Ethics and International Affairs (CCEIA), a shared site and free websites offered by professional organizations, such as the American Political Science Association and the International Studies Association

(3) ALG repository for new materials

(4) GGC Library-recommended sites

Project Goals:

The goals of the project are:

1. Decrease the financial burden of students enrolled in POLS 1101 by providing no-cost textbooks.
2. Increase retention by revising the course by incorporating engaging group projects and interactive activities (using sources other than textbooks). The relevant literature suggests that positive group experiences contribute to student learning, retention and overall college success (Astin, 1997; Tinto, 1998; National Survey of Student Engagement, 2006; Eberly Center, n.d.)
3. Improve the study of US and state government by incorporating activities to promote the understanding of diversity and global perspectives.

Statement of Transformation:

Transformation Description. POLS 1101 has one of the more expensive required textbooks in the School of Liberal Arts. As a required course by all students, the cost is quite prohibitive. More importantly, it is critical that we address the dynamic nature of the course and the fact that GGC is a multi-cultural college. The POLS 1101's course materials should portray the ever evolving nature of a government that is responding to oftentimes volatile national, local and global events. When textbooks are followed closely, the dynamic nature of this course is often lost, and faculty supplement their textbooks with materials, such as news releases, YouTube videos, and other online links related to global events, often on an ad hoc basis.

The project posits that the resulting no-cost to student textbook and more timely, engaging materials (textbook and supplemental materials) will increase retention among POLS 1101 students. For instance, in fall 2015, when 1,344 students were enrolled in POLS 1101, the percentage of students who were not able to earn a "C" or above was 20%. The objective is to see a decrease in these rates and an increase in the number of students earning a "C" or above and enjoying the course.

The proposed plan is to pilot a revised textbook that is solely composed of online materials that the team members will collect and arrange. The materials will still follow the chapters that are typically found in POLS 1101 courses; however, the (1) online materials will be from online textbook chapters culled from Galileo, USG libraries, and Open Educational Resources and (2) supplemental materials will come from GGC's online subscriptions from news sources such as

Politico, The Economist, Wall Street Journal, Atlanta Journal and Constitution, New York Times, and the L.A. Times, to name a few. In addition, we plan to use educational materials (including short videos and podcasts) available from the websites of the Carnegie Council on Ethics and International Affairs (CCEIA), Council on Foreign Relations (CFR), and other institutions committed to globalized education and videos available from Galileo (including a new source of films and documentaries, Kanopy).

Stakeholders affected by the transformation. Stakeholders affected by the transformation will be over 600 students in 22 sections who are expected to take the POLS 1101 course by the end of the project. In addition, the team will make the revised textbook and accompanying materials available to 12 full-time and 11 part-time political science faculty, as well as USG faculty members who can access the materials through the ALG repository. Materials will also be made available to the faculty outside of USG through the websites hosted by professional organizations. GGC plans to share them with international partners (universities) as well.

Impact of this transformation on stakeholders and on course success. Students will not be required to purchase an expensive textbook and will be able to obtain high quality reading materials and multimedia to facilitate learning in POLS 1101 at no cost to them.

In addition, as discussed in the goal statements, the transformation will empower the participating faculty to construct high impact, student-centered activities that could lead to deeper learning, retention and overall college success. The team also intends to include materials with international and multicultural topics, thus contributing to the students' greater understanding of world and local events.

Project's Transformative impact. First and foremost, GGC students will obtain high quality readings to facilitate their learning about American and Georgia government at no cost to them.

Impact on the course:

- 1) The transformation will include hands-on participatory activities; this will help community building and eventually will contribute to better student-faculty interactions;
- 2) The transformation will include development of materials with international and multicultural topics. This will help GGC students and participating faculty to develop global and multicultural awareness.
- 3) Students who come from minority groups and immigrant families (GGC is the most diverse campus in the Southern USA) are likely to be more interested in course materials that include international and multicultural topics.

Impact on the program (there are no departments at GGC) and other courses:

- 1) POLS 1101 is a pre-requisite for other upper level POLS courses. The team expects that including interesting materials on international and multicultural topics will prepare the students for other POLS courses with similar foci (e.g., POLS 2400 Current Global Issues, POLS 3400

International Relations, POLS 4000 International Organizations, POLS 4001 International Development and others);

2) The proposed transformation includes team building activities. The team anticipates that this approach will retain more students at GGC and attract them to the POLS program.

Transformation Action Plan:

New course materials selection and identification. Upon approval of the grant proposal, the four team members will meet to analyze the relevant institutional goals and learning objectives for POLS 1101 and the internationalization expectations of GGC's Quality Enhancement Program (GGC's main institutional initiative) to specify the features of materials to be collected that will advance these goals, objectives, and the QEP. The course includes the following major topics: the U.S. and Georgia Constitutions, federalism, civil liberties and civil rights, Congress, the Presidency, the Judiciary, political parties, elections, interest groups, domestic policy, and foreign policy. Each team member will cover two to three of these topics by finding appropriate reading materials from publicly available online sources for students studying these topics.

Additional readings and other materials dealing with internationalization and multiculturalism will be integrated into the course. Participatory activities will be added to increase student interaction. A brief description of these activities and expectations for the students will be outlined in the Syllabi for POLS 1101.

Course and Syllabus Redesign Phase. The team will cull sources of materials, which will include U.S., foreign government, and non-governmental organizations' websites, news items, and websites of political parties, interest groups, and public policy foundations. The GGC library will be asked to assist in creating a page of links and pdf files that is made available to the public on the Library's publicly-available page on the GGC web site.

The compiled materials (revised textbook and supplemental materials) will be piloted to eight sections of POLS 1101 to be taught by Drs. Budryte, Wilk, and Lewkowicz in spring 2017. The revised textbook will be piloted in the remaining fourteen POLS 1101 sections, taught by all four team members, in summer and fall 2017.

Team Member Roles. Drs. Dovile Budryte and Scott Boykin will serve as the leaders of the project. They will oversee the selection of the materials, cooperation with the other colleagues and the library for the development of activities and the implementation of assessment. Drs. Lewkowicz and Wilk will help to select the material and will participate in the project by adopting the new materials.

All four personnel will act as subject matter experts and instructors of record. Book chapters/topics taught in POLS 1101 will be assigned to each member, and each will obtain open source, no-cost materials. Dr. Budryte will be responsible for materials related to

American foreign policy, comparative politics, federalism, and the GA constitution and government. Dr. Boykin will focus on the Constitution, the Judiciary, and the Presidency. Dr. Lewkowicz will work on interest groups, political parties, voting, and elections. Dr. Wilk will be responsible for Congress, public opinion, and campaigns.

Each team member has solid knowledge of the literature in each of these areas. In many cases, all four team members may have the opportunity to substantively contribute to a particular subject matter. Materials will be collected from online sources, such as Merlot, Galileo, and J-Stor, which contain peer-reviewed articles that cover each of these areas. Team members also have access to subject matter-specific texts (such as the Presidency) that provide numerous citations to other available sources. The team members will locate and integrate relevant multimedia sources (such as videos and podcasts) into their sections.

Plan for providing access. The team will cooperate with the Library and consult other faculty and staff to link the materials to the suitable participatory activities and applicable service learning. The team will publicize the availability of the materials to the School of Liberal Arts faculty in spring 2017. Drs. Budryte and Boykin will be responsible for these activities.

During fall 2016, the team will start collecting the materials and developing relevant activities. The materials will be posted on D2L sites, including a D2L site that can be accessed by all POLS faculty. Any new materials created under a Creative Commons License will also be accessible to the public through the Galileo Open Learning Materials and the ALG repository. Additional opportunities to publicize materials via professional organizations (the American Political Science Association and the International Studies Association) will be used.

Quantitative & Qualitative Measures: The Project Goals and their Measurements are:

GOAL 1. Decrease the financial burden of students enrolled in POLS 1101 by providing no-cost textbooks

Quantitative:

- * Use D2L tools to check whether the students are accessing the materials and using them for class activities.
- * Monitor the number of POLS 1101 sections taught by team members and number of students enrolled and completing the course.

Qualitative:

- * Focus groups will be created, and students will be asked about the impact of no-cost materials to their course completion.

GOAL 2. Increase retention by revising the course by incorporating engaging group projects and interactive activities.

Quantitative:

- * Use a baseline assessment quiz comparing the results in classes where no transformation to be funded by this grant took place with the classes affected by the transformation. The main goal of this assessment quiz is to test the very basic knowledge of US government.
- * Collect data on dropout, fail, and withdrawal rates in the classes where the transformation is implemented and compare these results with the classes where no transformation took place. The team will track the grades across sections and compare those with and without the new textbook.

Qualitative:

- * Organize focus groups with students in the classes where the transformation is implemented and record their answers focusing on their perceptions of learning and relating to the other students.
- * Use learning objectives to determine the overall improvements in student learning.

Quantitative and Qualitative:

The main course objectives of POLS 1101 are to introduce the students to 4 subject areas that address the state's legislative requirements and survey the general subfield of American politics. The students taking this course are expected to understand the U.S. Constitution, the Georgia Constitution, the functioning of the branches of American government and political institutions, and political behavior in the USA. The questions on the pre- and post-test will target at least

one of these areas, and open-ended questions will be included to address the impact of no-cost materials. GOAL 3. Improve the study of US and state government by incorporating activities to promote the understanding of diversity and global perspectives. Quantitative: Utilize the course evaluation tools developed by GGC's goal teams consisting of faculty and staff to assess the quality of the transformed courses. These tools (rubrics) attempt to assess whether the students are being exposed to diverse cultures and global perspectives. Qualitative: * Utilize the course evaluation tools developed by the team to assess the quality of the course. * Organize focus groups with students in the classes where the transformation is implemented and record their answers on the new course.

Timeline:

Courses will be taught in spring 2017, summer 2017, and fall 2017. The transformation action timeline for this project is as follows:

8/22/2016: Notification

9/21/2016: Required Kickoff Meeting

- 1) September-October 2016: Develop an assessment plan to measure the learning of relevant concepts in POLS 1101; develop questionnaires for the student focus groups and gather data about the ways in which students in POLS 1101 use textbooks and other assigned materials;
- 2) October 2016: Retrieve data from the previous years (POLS 1101 baseline assessment quiz); analyze this data;
- 3) October-December 2016: Develop activities to be used in spring 2017, summer 2017 and fall 2017 to replace the textbooks; develop open content textbook on D2L: find encyclopedia articles on the main concepts, supporting current news events and their analysis; relevant video and audio materials; prepare court case descriptions; develop relevant in-class assignments; the instructors of record will load the reading materials and/or links to web resources on the D2L learning management system;
- 4) Spring 2017: Apply the open content textbook and related materials in eight selected POLS 1101 sections; proctor the baseline quiz in the beginning and the end of the semester, proctor the questionnaires about the use of materials; conduct focus groups and assess the learning of the main concepts in POLS 1101;
- 5) March and May 2017: Proctor the questionnaire in selected POLS 1101 sections about the ways in which the students use the textbooks and other materials;

- 6) May 2017: Analyze the assessment data on the use of the open content textbook and related materials; revise these materials if needed;
- 7) May 2017: Conduct the focus groups in the sections that are not using the textbooks; inquire about interaction in groups and learning in diverse contexts.
- Summer 2017 and fall 2017: Repeat steps 4-7.

Budget:

\$5,000 salary support for Dr. Budryte
\$5,000 salary support for Dr. Boykin
\$5,000 salary support for Dr. Lewkowicz
\$5,000 salary support for Dr. Wilk
\$800 travel support for Dr. Budryte and/or Dr. Boykin to attend the meeting on the project
Total: \$20,800

Sustainability Plan:

The course materials will be reusable and will be improved through periodic updates by the team members so as to incorporate current events that will stimulate and facilitate student interest in the subject. As a core course (not only for Georgia Gwinnett College, but also the University System of Georgia), numerous sections of Political Science 1101 will continue to be offered during each of the spring, summer and fall semesters. Thus, at the conclusion of the project, team members will inform other faculty members (full-time and part-time) of the availability of these materials and will encourage our colleagues to utilize the materials in their course sections.

The faculty members who are proposing this project have been interested in re-thinking the teaching of government in undergraduate college courses for several years. This year, they will publish a collection of essays on teaching, and this proposal builds on their previous work to include diverse perspectives into teaching. If funded, the project will lead to new publications.

As the letters of support demonstrate, the team expects continued institutional support for the project since the transformed course: (1) emphasizes GGC's goal to internationalize its courses; (2) provides a multi-cultural perspective to the study of the U.S. government; and (3) eliminates costs for the students. All of these factors contribute to helping the college retain and graduate its students.

REFERENCES

Astin, A. (1993). *What matters in college? Four Critical Years Revisited*. San Francisco: Jossey-Bass.

Budryte, Dovile, and Scott A. Boykin, editors. *Engaging Difference: Teaching Humanities and Social Sciences in Multicultural Environments*, a collection of essays on teaching, forthcoming in 2016, Rowman and Littlefield Education. 3 out of 4 project participants have contributed chapters to this book.

Eberly Center, Carnegie Mellon University. What are the Benefits of Group Work? <https://www.cmu.edu/teaching/design/teach/design/instructionalstrategies/groupprojects/benefits.html>, accessed on November 23, 2015.

National Survey of Student Engagement Report. (2006). http://nsse.iub.edu/NSSE_2006_Annual_Report/docs/NSSE_2006_Annual_Report.pdf, accessed on November 23, 2015.

Tinto, V. (1987). *Leaving college: Rethinking the Causes and Cures of Student Attrition*. Chicago: University of Chicago Press.



July 22, 2016

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Lawrenceville, GA 30043
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Fax: 678.407.5014
www.ggc.edu

Affordable Learning Georgia Textbook Transformation Grants
GALILEO
University System of Georgia
270 Washington Street, S.W.
Atlanta, GA 30334

Dear ALG Review Committee:

It is my pleasure to write this letter in support of the proposal, "POLS 1101: Bringing the Government Textbooks To Life at GGC," submitted by Drs. Dovile Budryte, Scott Boykin, Michael Lewkowicz, and Eric Wilk from Georgia Gwinnett College's (GGC) School of Liberal Arts.

POLS 1101, a Top 100 USG Undergraduate Course, will transform our American Government courses into no-cost-to student learning materials classes, resulting in a significant amount of student savings without compromising the quality of instruction or our commitment to an internationalized general education curriculum. The faculty who are proposing this grant have significant experience teaching the course that is targeted in the proposal. I believe the effort of this project to be sustainable over the long term, and am excited at the potential financial savings our students would experience.

The GGC Office of Research and Sponsored Programs will be responsible for the receipt and distribution of any award funds based upon the proposal budget. If the proposed project is successful, GGC will act accordingly to institutionalize the project to lower costs to students. If you have any questions regarding this proposal please contact the primary investigator, Dr. Dovile Budryte at (678) 478-5275 or by email at dbudryte@ggc.edu.

Thank you for this opportunity to assist our students and others in obtaining an affordable quality learning opportunity through participation in the ALGTT grant program.

Sincerely

T.J. Arant, Ph.D.

Senior Vice President for Academic and Student Affairs/Provost



School of Liberal Arts
Georgia Gwinnett College
1000 University Center Lane
Lawrenceville, GA 30043
Phone: 678.407.5601
www.ggc.edu

Dr. Adolfo Santos
Dean of the School of Liberal Arts
July 21, 2016

Affordable Learning Georgia
2500 Daniels Bridge Rd.
Building 300
Athens, GA 30606

To Whom It May Concern:

I would like to express my support for Dr. Dovile Budryte who is applying for a Textbook Transformation Grant. She plans to work with three of her colleagues in Political Science, Drs. Scott Boykin, Michael Lewkowitz, and Eric Wilk, on preparing useful and student-friendly materials for multiple sections of POLS 1101 Introduction to American Government. These materials will be of no cost to the students, and this will save our students significant amounts of money.

As noted in the grant proposal, Georgia Gwinnett College is an open access institution, and many of our students experience financial challenges. Therefore, this initiative will be appreciated by many students who lack funds to buy expensive textbooks. Dr. Budryte has developed a workable plan to use materials such as encyclopedia articles, news essays and journal articles to prepare interesting and engaging materials. In addition, the team plans to develop interactive student activities to accompany these materials. There is evidence suggesting that such activities may contribute to better retention.

In addition, Dr. Budryte and her colleagues plan to include activities that will be structured to promote global awareness of our students. This is an important goal because currently GGC is engaged in internationalization of our curriculum. Consequently, we welcome faculty initiatives that are consistent with our institutional goals.

Finally, Dr. Budryte is fully committed to student success. In FY 2015, Dr. Budryte has won the USG Excellence in Teaching award. This makes me believe that she and her team will produce excellent results.

Please do not hesitate to contact me with additional questions about this letter.

Regards,

Adolfo Santos
Dean of SLA



School of Liberal Arts
Georgia Gwinnett College

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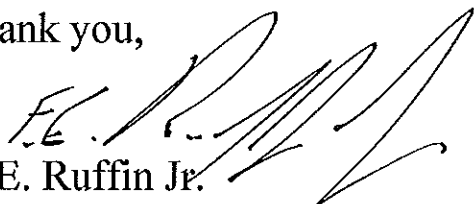
July 20, 2016

To the evaluation committee:

This is in support of an application for an Affordable Learning Georgia Textbook Transformation Grant to support the project "Bringing the Government Textbooks to Life at GGC." The GGC Library has the full capability to provide support and resources for this course. The Library is ready to partner with the Political Science faculty in any way that will help bring this innovative course into fruition.

Please do not hesitate to contact me should you need further information.

Thank you,



F. E. Ruffin Jr.
Dean of Library Services
Georgia Gwinnett College Library

**Affordable Learning Georgia Textbook Transformation Grants
Rounds Six, Seven, and Eight
For Implementations beginning Fall Semester 2016
Running Through Fall Semester 2017**

Proposal Form and Narrative

- *The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.*
- **Note: The only way to submit the proposal is through the online form in Georgia Tech’s InfoReady Review at:**
<https://gatech.infoready4.com/#competitionDetail/1752228>
- *If you are copying and pasting into InfoReady Review from this form, first convert the file to **plain text** and copy/paste from the plain text file.*
 - *In Word, go to File > Save As... > and change the file format to “Plain Text (.txt).”*
 - *Copy and paste from the .txt file.*
 - *Be sure to save both copies in case you are asked to resubmit.*
- *Microsoft Word Document formatting pasted into InfoReady Review will render the reviewer copy unreadable. **If you paste Word-formatted tables into InfoReady Review, you may be asked to resubmit your application if time permits.***
- *Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal. Proposals that do not follow the instructions may be returned.*

Submitter Name	Cathy Hakes
Submitter Title	Director
Submitter Email	chakes@ggc.edu
Submitter Phone Number	(678) 407-5875
Submitter Campus Role	Director, Office of Research and Sponsored Programs
Applicant Name	Dovile Budryte
Applicant Email	dbudryte@ggc.edu
Applicant Phone Number	(678) 478 5275
Primary Appointment Title	Professor of Political Science and Assistant Dean

Institution Name(s)	Georgia Gwinnett College				
Team Members	Scott Boykin, Associate Professor of Political Science, sboykin@ggc.edu ; Michael Lewkowitz, Assistant Professor of Political Science, mlewkowi@ggc.edu ; Eric Wilk, Assistant Professor of Political Science, ewilk@ggc.edu				
Sponsor, Title, Department, Institution	Adolfo Santos, Dean, School of Liberal Arts, Georgia Gwinnett College				
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Award Category (pick one)	<input checked="" type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Interactive Course-Authoring Tools and Software <input type="checkbox"/> Specific Top 100 Undergraduate Courses				
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NARRATIVE

1.1 PROJECT GOALS

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Course and Syllabus Redesign Phase. The team will cull sources of materials, which will include U.S., foreign government, and non-governmental organizations' websites, news items, and websites of political parties, interest groups, and public policy foundations. The GGC library will be asked to assist in creating a page of links and pdf files that is made available to the public on the Library's publicly-available page on the GGC web site.

The compiled materials (revised textbook and supplemental materials) will be piloted to eight sections of POLS 1101 to be taught by Drs. Budryte, Wilk, and Lewkowicz in spring 2017. The revised textbook will be piloted in the remaining fourteen POLS 1101 sections, taught by all four team members, in summer and fall 2017.

Team Member Roles. Drs. Dovile Budryte and Scott Boykin will serve as the leaders of the project. They will oversee the selection of the materials, cooperation with the other colleagues and the library for the development of activities and the implementation of assessment. Drs. Lewkowicz and Wilk will help to select the material and will participate in the project by adopting the new materials.

All four personnel will act as subject matter experts and instructors of record. Book chapters/topics taught in POLS 1101 will be assigned to each member, and each will obtain open source, no-cost materials. Dr. Budryte will be responsible for materials related to American foreign policy, comparative politics, federalism, and the GA constitution and government. Dr. Boykin will focus on the Constitution, the Judiciary, and the Presidency. Dr. Lewkowicz will work on interest groups, political parties, voting, and elections. Dr. Wilk will be responsible for Congress, public opinion, and campaigns.

Each team member has solid knowledge of the literature in each of these areas. In many cases, all four team members may have the opportunity to substantively contribute to a particular subject matter. Materials will be collected from online sources, such as Merlot, Galileo, and J-Stor, which contain peer-reviewed articles that cover each of these areas. Team members also have access to subject matter-specific texts (such as the Presidency) that provide numerous citations to other available sources. The team members will locate and integrate relevant multimedia sources (such as videos and podcasts) into their sections.

Plan for providing access. The team will cooperate with the Library and consult other faculty and staff to link the materials to the suitable participatory activities and applicable service learning. The team will publicize the availability of the materials to the School of Liberal Arts faculty in spring 2017. Drs. Budryte and Boykin will be responsible for these activities.

During fall 2016, the team will start collecting the materials and developing relevant activities. The materials will be posted on D2L sites, including a D2L site that can be accessed by all POLS faculty. Any new materials created under a Creative Commons License will also be accessible to the public through the Galileo Open Learning Materials and the ALG repository. Additional opportunities to publicize materials via professional organizations (the American Political Science Association and the International Studies Association) will be used.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Project goal	Measurement
Decrease the financial burden of students enrolled in POLS 1101 by providing no-cost textbooks	<p><u>Quantitative:</u></p> <ul style="list-style-type: none"> • Use D2L tools to check whether the students are accessing the materials and using them for class activities. • Monitor the number of POLS 1101 sections taught by team members and number of students enrolled and completing the course. <p><u>Qualitative:</u></p> <ul style="list-style-type: none"> • Focus groups will be created, and students will be asked about the impact of no-cost materials to their course completion.
Increase retention by revising the course by incorporating	<p><u>Quantitative:</u></p> <ul style="list-style-type: none"> • Use a baseline assessment quiz comparing the results in classes where no transformation to be funded by this

<p>engaging group projects and interactive activities</p>	<p>grant took place with the classes affected by the transformation. The main goal of this assessment quiz is to test the very basic knowledge of US government.</p> <ul style="list-style-type: none"> • Collect data on dropout, fail, and withdrawal rates in the classes where the transformation is implemented and compare these results with the classes where no transformation took place. The team will track the grades across sections and compare those with and without the new textbook. <p><u>Qualitative:</u></p> <ul style="list-style-type: none"> • Organize focus groups with students in the classes where the transformation is implemented and record their answers focusing on their perceptions of learning and relating to the other students. • Use learning objectives to determine the overall improvements in student learning. <p><u>Quantitative and Qualitative:</u></p> <p>The main course objectives of POLS 1101 are to introduce the students to 4 subject areas that address the state’s legislative requirements and survey the general subfield of American politics. The students taking this course are expected to understand the U.S. Constitution, the Georgia Constitution, the functioning of the branches of American government and political institutions, and political behavior in the USA. The questions on the pre- and post-test will target at least one of these areas, and open-ended questions will be included to address the impact of no-cost materials.</p>
<p>Improve the study of US and state government by incorporating activities to promote the understanding of diversity and global perspectives.</p>	<p><u>Quantitative:</u></p> <p>Utilize the course evaluation tools developed by GGC’s goal teams consisting of faculty and staff to assess the quality of the transformed courses. These tools (rubrics) attempt to assess whether the students are being exposed to diverse cultures and global perspectives.</p> <p><u>Qualitative:</u></p> <ul style="list-style-type: none"> • Utilize the course evaluation tools developed by the team to assess the quality of the course. • Organize focus groups with students in the classes where the transformation is implemented and record their answers on the new course.

1.5 TIMELINE

Courses will be taught in spring 2017, summer 2017, and fall 2017. The transformation action timeline for this project is as follows:

- 8/22/2016:** Notification
- 9/21/2016:** Required Kickoff Meeting

- 1) September-October 2016: Develop an assessment plan to measure the learning of relevant concepts in POLS 1101; develop questionnaires for the student focus groups and gather data about the ways in which students in POLS 1101 use textbooks and other assigned materials;
- 2) October 2016: Retrieve data from the previous years (POLS 1101 baseline assessment quiz); analyze this data;
- 3) October-December 2016: Develop activities to be used in spring 2017, summer 2017 and fall 2017 to replace the textbooks; develop open content textbook on D2L: find encyclopedia articles on the main concepts, supporting current news events and their analysis; relevant video and audio materials; prepare court case descriptions; develop relevant in-class assignments; the instructors of record will load the reading materials and/or links to web resources on the D2L learning management system;
- 4) **Spring 2017**: Apply the open content textbook and related materials in eight selected POLS 1101 sections; proctor the baseline quiz in the beginning and the end of the semester, proctor the questionnaires about the use of materials; conduct focus groups and assess the learning of the main concepts in POLS 1101;
- 5) March and May 2017: Proctor the questionnaire in selected POLS 1101 sections about the ways in which the students use the textbooks and other materials;
- 6) May 2017: Analyze the assessment data on the use of the open content textbook and related materials; revise these materials if needed;
- 7) May 2017: Conduct the focus groups in the sections that are not using the textbooks; inquire about interaction in groups and learning in diverse contexts.
Summer 2017 and fall 2017: Repeat steps 4-7.

1.6 BUDGET

\$5,000 salary support for Dr. Budryte

\$5,000 salary support for Dr. Boykin

\$5,000 salary support for Dr. Lewkowitz

\$5,000 salary support for Dr. Wilk

\$800 travel support for Dr. Budryte and/or Dr. Boykin to attend the meeting on the project

Total: \$20,800

1.7 SUSTAINABILITY PLAN

The course materials will be reusable and will be improved through periodic updates by the team members so as to incorporate current events that will stimulate and facilitate student interest in the subject. As a core course (not only for Georgia Gwinnett College, but also the University System of Georgia), numerous sections of Political Science 1101 will continue to be offered during each of the spring, summer and fall semesters. Thus, at the conclusion of the project, team members will inform other faculty members (full-time and part-time) of the availability of these materials and will encourage our colleagues to utilize the materials in their course sections.

The faculty members who are proposing this project have been interested in re-thinking the teaching of government in undergraduate college courses for several years. This year, they will publish a collection of essays on teaching, and this proposal builds on their previous work to include diverse perspectives into teaching. If funded, the project will lead to new publications.

As the letters of support demonstrate, the team expects continued institutional support for the project since the transformed course: (1) emphasizes GGC's goal to internationalize its courses; (2) provides a multi-cultural perspective to the study of the U.S. government; and (3) eliminates costs for the students. All of these factors contribute to helping the college retain and graduate its students.

1.8 REFERENCES & ATTACHMENTS

REFERENCES

Astin, A. (1993). *What matters in college? Four Critical Years Revisited*. San Francisco: Jossey-Bass.

Budryte, Dovile, and Scott A. Boykin, editors. *Engaging Difference: Teaching Humanities and Social Sciences in Multicultural Environments*, a collection of essays on teaching, forthcoming in 2016, Rowman and Littlefield Education. 3 out of 4 project participants have contributed chapters to this book.

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