**Date: 12-17-16**

**Grant Number: 225**

**Institution Name(s): Georgia Highlands College**

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

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**Project Lead: Christina M. Wolfe**

**Course Name(s) and Course Numbers: Introduction to Sociology (SOCI 1101)**

**Semester Project Began: Spring 2016**

**Semester(s) of Implementation: Fall 2016**

**Average Number of Students Per Course Section: 27.5**

**Number of Course Sections Affected by Implementation: 4**

**Total Number of Students Affected by Implementation: 110**

The goal of the project is to increase enrollment and retention as well as completion rates of our students. In working towards achieving this goal we adopted Open Educational Resources (OER). More specifically, we provided free, high quality learning materials by using the OpenStax Introduction to Sociology (2nd edition) textbook to Georgia Highlands College students who take Introduction to Sociology (SOCI 1101). We made this conversion from an expensive required textbook with an optional, recommended software package to an e-textbook and other OER materials with the intent to make higher education at Georgia Highlands College more affordable to a higher number of students. For this project, we reviewed materials for SaylorAcademy.org, MERLOT, NOBA, OpenStax College, and several others. The e-textbook from OpenStax College was chosen because of the ease of accessibility for students, compatibility with instructor’s teaching style, and structural similarity to the previous required textbook.

The transformation experience was enjoyable, but not with its challenges. A major challenge in the transformation process was locating content that could be used without copyright infringement. This challenge was addressed through a thorough, focused search for material on the Internet. The search for supplementary materials resulted in a robust cache of interesting and effective content to support the OpenStax eTextbook.

The addition of videos from Khan Academy and the “Way We Live” series from Kanopy Streaming was appropriate for the goals of the project. The Khan Academy videos are brief 10-minute video reviews of key concepts, major figures, and important research studies in sociology. The topics of the videos coincide nicely with the chapters in the book and positively influenced the transformation experience.

**2. Quotes**

* *“I really liked the online book because I could never lose it and as long as I had my phone I had my book. The chapters where long and a little hard to understand at times but overall it is a great book and I like it being online.”*
* *“Thanks to not having to spend hundreds of dollars on books! It really makes a difference in less fortunate college students lives.”*
* *“I am very satisfied with the open source textbook! The most attractive quality about the textbook is my ability to access it anywhere on nearly any device... Definitely makes it a breeze to get some review time in when it isn't feasible to use a traditional printed version.”*

**3. Quantitative and Qualitative Measures**

**3a. Overall Measurements**

**Student Opinion of Materials**

**Was the overall student opinion about the materials used in the course positive, neutral, or negative?**

Total number of students affected in this project: 58 (108 respondents)

• Positive:

• Neutral:

• Negative:

**Student Learning Outcomes and Grades**

**Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

Choose One:

* \_\_\_ 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)

**Student Drop/Fail/Withdraw (DFW) Rates**

**Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

**Drop/Fail/Withdraw Rate (face-to-face):**

\_\_\_\_% of students, out of a total \_\_ students affected, dropped/failed/withdrew from the course in the final semester of implementation.

**Drop/Fail/Withdraw Rate (online):**

\_\_\_\_% of students, out of a total \_\_\_\_\_ students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

* \_\_\_ 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)
* \_\_\_ Negative: This is a higher percentage of students with D/F/W than previous semester(s)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term (Pre-transformation) | F | W | Total # Students | Percentage |
| Spring 2015 |  |  |  |  |
| Summer 2015 |  |  |  |  |
| Total |  |  |  |  |

DFW rates Online Course

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term (Post-transformation) | F | W | Total # of Students | Percentage |
| Spring 2016 |  |  |  |  |
| Summer 2016 |  |  |  |  |
| Total |  |  |  |  |

DFW rates Online Course

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term (Pre-transformation) | F | W | Total # of Students | Percentage |
| Fall 2014 |  |  |  |  |
| Spring 2015 |  |  |  |  |
| Total |  |  |  |  |

DFW rates Face-to-Face

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term (Post-transformation) | W | F | Total # of Students | Percentage |
| Fall 2015 |  |  |  |  |
| Spring 2016 |  |  |  |  |
| Total |  |  |  |  |

DFW rates Face-to-Face

**3b. Narrative**

**4. Sustainability Plan**

This course was developed to serve as a master course made available through D2L for adjunct and full-time faculty teaching SOCI 1101. The instructor has recommended the OpenStax Sociology eTextbook and shared materials collected with colleagues. Since the start of the project, one adjunct faculty member and all full-time faculty members have adopted the OpenStax Psychology eTextbook for SOCI 1101.

**5. Future Plans**