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# Application Summary

## Competition Details

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<b>Competition Title:</b>	Textbook Transformation Grants, Round Sixteen (Spring 2020 - Spring 2021)
<b>Category:</b>	University System of Georgia
<b>Award Cycle:</b>	Round 16
<b>Submission Deadline:</b>	01/13/2020 at 11:59 PM

## Application Information

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<b>Submitted By:</b>	Daniel Farr
<b>Application ID:</b>	4008
<b>Application Title:</b>	520
<b>Date Submitted:</b>	01/14/2020 at 8:16 AM

## Personal Details

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<b>Institution Name(s):</b>	Kennesaw State University
<b>Applicant First Name:</b>	Daniel
<b>Applicant Last Name:</b>	Farr
<b>Applicant Email Address:</b>	dfarr4@kennesaw.edu
<b>Applicant Phone Number:</b>	470-578-7970
<b>Primary Appointment Title:</b>	Senior Lecturer of Sociology
<b>Submitter First Name:</b>	Daniel
<b>Submitter Last Name:</b>	Farr
<b>Submitter Email Address:</b>	dfarr4@kennesaw.edu
<b>Submitter Phone Number:</b>	470-578-7970
<b>Submitter Title:</b>	Senior Lecturer of Sociology

## Application Details

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### Proposal Title

520

### Requested Amount of Funding

\$30,000

### Priority Category (if applicable)

Scaling Up OER

**Final Semester:**

Spring 2021

**Course Title(s)**

Introduction to Sociology

**Course Number(s)**

Soci 1101

**Team Member 1 Name**

Daniel Farr

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**Team Member 2 Name**

Joel Crombez

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**Team Member 3 Name**

Cristina Gheorghiu-Stephens

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**Team Member 4 Name**

Wendell Johnson

**Team Member 4 Email**

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**Additional Team Members (Name and email address for each)**

Linda Treiber: ltreiber@kennesaw.edu

William White: Wwhite61@kennesaw.edu

**Sponsor Name**

Dawn M. Baunach

**Sponsor Title**

Chair

**Sponsor Department**

Sociology and Criminal Justice

**Total Number of Student Section Enrollments Affected by Project in One Academic Year**

1,050

**Average Number of Student Section Enrollments Affected per Summer Semester**

**Average Number of Student Section Enrollments Affected per Fall Semester**

680

**Average Number of Student Section Enrollments Affected per Spring Semester**

290

**Original Required Commercial Materials (title, author, price, and bookstore or retailer URL showing price)**

Varies with instructor:

**Farr** (prior to ALG): Sociology 16th ed. Macionis, \$193.32<https://www.pearson.com/us/higher-education/product/Macionis-Sociology-16th-Edition/9780134206318.html>**Crombez**: Sociology Project 2.5: Introducing the Sociological Imagination. Manza, Anum, & Haney. \$63.99<https://www.pearson.com/store/p/revel-for-the-sociology-project-2-5-introducing-the-sociological-imagination--access-card/P100002464943>**Gheorghiu-Stephens**: Intro to Sociology, 11th. Giddens, Duneier, Appelbaum, & Carr. \$63.75<https://wwnorton.com/books/9780393639452>**Johnson**: Our Social World, 7th. Ballantine, Roberts, & Korgen. \$103.00<https://us.sagepub.com/en-us/nam/our-social-world/book259286>**Treiber**: You May Ask Yourself, 6th ed. Conley. \$67.50<https://wwnorton.com/books/9780393674187/about-the-book/product-details>**White**: Sociology, 6th. Newman. \$50.00 (bookstore)<http://bookstore.kennesaw.edu/CourseMaterials> [search Spring 2020, SOCI, 1101: 05 White**Original Total Cost per Student**

\$107.77; Given the variation across instructor, \$50-193, the estimate was based on total course enrollments/instructor for spring/summer/fall 2020 (\$113,158.60) divided by enrollment (1050) = per student \$107.77

**Post-Project Cost per Student**

Average: \$0.58. Median: \$0.; Most instructors are adopting no-cost texts; one instructor adopting low-cost (\$15). Expected: 1010 students at \$0; 40 students at \$15.

**Post-Project Savings per Student**

\$107.77

**Projected Total Annual Student Savings per Academic Year**

\$112,599.00

**Using OpenStax Textbook?**

Yes

**Project Goals**

The proposed large-scale project incorporates two overarching goals: (1) expand the adoption of no-cost instructional materials to impact a larger number of students taking Soci 1101: Introduction to Sociology annually and (2) explore and adopt additional low-cost option for comparison. This large-scale adoption will take place at Kennesaw State University, Department of Sociology and Criminal Justice, but this course is also taught across many University System of Georgia institutions.

To achieve the goals of this project, we will engage the following transformations:

- Informed by a prior transformation of Soci1101 by Daniel Farr funded ALG grant, R3, #143, with overall neutral-negative outcomes initially, he has continued to refine and develop the content in subsequent online offerings, improving outcomes. Currently (Sp2020) he is teaching Soci1101 face-to-face for the first time in five years also. This large-scale adoption will incorporate five additional faculty, impact the majority of sociology courses offered Summer 2020-Spring 2021. This transformation is expected to impact ~12 course sections, with enrollments ranging from 40-250, totaling ~1,050 students in total. This transformation will particularly have large impact based on the adoption of no-cost instructional resources for two sections of 250 seat sections of the course (Farr & White). This transformation will be impacting both face-to-face classrooms and online classes.
- In conjunction with the adoption of no-cost (OpenStax) text by instructors for many of these sections, a secondary model of low-cost instruction will be adopted by Crombez. He will be using "Sociology Experiment" <https://www.sociologyexperiment.com/> which costs \$1 per chapters, with total estimated total per student cost of \$15. It is beneficial to have at least two models of low/no-cost available for current and future instructors.
- An additional model of instructional materials (no-cost) has been identified: Introduction to Sociology (Hammond, Cheney, & Pearson, 2015) [http://freesociologybooks.com/Introduction To Sociology/01 History and Introduction.php](http://freesociologybooks.com/Introduction%20To%20Sociology/01%20History%20and%20Introduction.php) and will be considered for potential adoption as a third model in Spring 2021, contingent upon instructor experience/student response in Summer/Fall 2020.
- The establishment of at least two models of instruction with low/no-cost instructional resources in the department serve as examples for future/additional faculty to adopt this transformation.
- This transformation further supports programmatic presence of course formats founded on no-cost instructional materials, Soci2251: Social Problems and Soci3364: Sociology of Families [as well as departmental presence of a large-scale low/no-cost adoption for CRJU1101: Introduction to Criminal Justice (ALG, R13, #431, in process)].
- This supports the ability to assess student learning outcomes across multiple semesters, instructors, and across two to three instructional material formats.
- Dissemination of learning outcomes and determination of most effective instructional materials/format.
- The adoption of new/alternate no-cost learning formats will also make the adoption of no-cost instructional materials by KSU faculty more appealing as they will have readily available course content options from which to choose.

To better highlight the savings based on sections/instructors and transformations, a chart may be effective: (semesters based on schedule Spring-Sum-Fall 2020; Spring 2021 not yet scheduled – expected to be similar)

Instructor	Semester/ Enrollment	Pre-cost Per student	Post-cost	Savings
Farr	Fall 2020; 250	\$193.32	\$0	\$65,729
	Sp 2020; 90	(see note)		
Crombez	Fall 2020; 40	\$63.99	\$15	\$1,960

Gheorghiu-Stephens	Summer 2020; 40	\$63.75	\$0	\$5,100
	Fall 2020; 40			
Johnson	Fall 2020: 60; 40	\$103.00	\$0	\$19,570
	Spring 2020: 90			
Treiber	Summer 2020: 40	\$67.50	\$0	\$2,700
White	Fall 2020: 240	\$50.00	\$0	\$17,500
	Spring 2020: 60; 50			

TOTAL SAVINGS: \$112,559

NOTE: Farr has been using no-cost OpenStax text for last several years (since ALG R3) – the included estimate is based on the latest edition of the textbook he was previously using in his Soci1101 course. If his savings are not included, among the other five faculty the savings estimate equals \$46,830.

### Statement of Transformation

This transformation is focused upon the large-scale adoption of no-cost instructional materials across numerous SOCI1101: Introduction to Sociology classes in 2020-21, impacting approximately 1,050 students. Centrally, this transformation will impact the courses taught by Drs. Farr, Crombez, Gheorghiu-Stephens, Johnson, Treiber, and White, all full-time faculty in the Sociology and Criminal Justice Department (ranks vary). Among these instructors three are lecturers/senior lecturers who teach a high number of introductory students – during this period, 880 of 1,050 students; 84% of students impacted by this grant. As lecturers, 90% of their job responsibility is dedicated to instruction and these faculty are particularly well trained in pedagogy and classroom innovation. Among the formats of classroom to be impacted across this transformation are traditional face-to-face classes, including several with large enrollments (60, 90, and 250), online courses (often of 40), and hybrid classes (variable sizes, but often also 60 or 250). It is expected among the six faculty involved in this grant that ~12 classes will be impacted.

Current state of the course: Previously, Farr individually adopted a no-cost transformation of SOCI1101 (2015-16). This transformation resulted in neutral/negative learning outcomes among students. While the transformation was successful in saving student money (\$232.73 per student at that time; the book cost has declined since). Subsequent semesters have led to improved scores and instruction, via course transformations (supported by institutional trainings via CETL). One difficulty with fall semester adoptions is the number of first year students enrolled in a course – it is not uncommon for students to struggle in their first semester of college, thus skewing grade outcomes. Overtime, the grade outcomes of Farr’s courses have stabilized and improved to parallel outcomes previously.

Beyond Farr’s sections, there is significant variation across instructors in the texts selected for Soci1101. As noted elsewhere in this application, the books used by instructors come from varied presses and price points, but are all contemporary. The use of low/no-cost course resources is not currently widespread in the department.

Farr has been a leader in the department in regards to low/no-cost initiatives and has received several ALG grants to support transformations: (1) Soci1101 – no cost, (2) Soci2251: Social Problems – no cost; (3) Soci3364: Soc of Families (no-cost), (4) Crju1101 – no cost; and (5) Crju1101 – large scale no/low cost combo. In addition to course transformations, he has also created modules for institutional faculty about OER use in classes and presented at conferences. This large-scale Soci1101 adoption is an effective progression in the transformation of the department and our impact upon student savings.

The stakeholders in this transformation initially include students enrolled in Soci1101 and the instructors of Soci1101 at KSU. The students will have (1) greater access to course instructional resources (2) will be more likely to read, view, and complete course work, (3) higher success rates in the course, and (4) greater satisfaction with the course. This transformation benefits these students by reducing student learning costs, making this course more accessible (as an entrée course to the Soci major and also as a general education course) to students, and thusly increasing retention rates and efficient progress towards graduation.

The transformation of this course will increase student success as nearly all students will have access to the no-cost textbook and course materials. The highest course cost expected for the low-cost adoption is \$15. Currently, as many as 65% of students choose to forgo buying textbooks due to cost (USPIRG, 2014). Among such students, 94% indicated the concern that a lack of textbook access would hurt their course grade (USPIRG, 2014). The high cost of course texts results in academic ripples of poor student grades, course withdrawals, delayed degree completion, difficulties progressing in one’s major, and may reduce the number of courses a student is able to enroll in during a semester. Indeed, 82% of students believe they would do significantly better in a course if their textbook were available online for free (USPIRG, 2014).

As course developers and instructors, we remain invested in maintaining academic rigor while also assuring the material remains current and relevant to the field of Sociology. Simultaneously, we are also concerned about the success of our students. We continuously seek to reduce withdrawal/fail/repeat rates for our classes and support appropriate progress towards the timely completion of student’s degree program. As instructors who teach both online and face-to-face, we are also invested in sharing learning outcomes from this endeavor with colleagues to encourage transformation of additional offerings of this course to no-cost resources.

The Sociology B.S. program, including a minor option, remains a vested stakeholders in this process. We were the first major in the college to offer a fully online degree option. Having improved no-cost QM-approved online sections of Soci1101 will provide the opportunity for this new format to be taught by other instructors in the program. This is a particularly salient point for the sustainability of the major and minor programs and this course, as additional instructors teach this course online in the future.

The Sociology and Criminal Justice Department as a whole remains a stakeholder in this process as well. The fully online Sociology major has already undertaken two online course transformations to no-cost materials

(both grant receiving transformations with Daniel Farr), with a third in progress (Soci3364). This transformation will expand the offering of two no-cost general education course options in the department in large-scale formats—helping us remain leaders in our college on this initiative. Indeed, many of our fully online criminal justice majors take this course to fulfill part of their lower-division requirements.

Finally, KSU itself is a stakeholder as students across the university are required to take a variety of general education course, this course being one of these options. As the costs of higher education continue to rise, it is important for our institution to seek measures to assure access and success for as many students as possible.

This grant will support a large-scale adoption/transformation of this course, for both face-to-face offerings and online.

### **Transformation Action Plan**

As described in the statement of transformation, this transformation will build upon a prior no-cost adoption with further improvements, while simultaneously expanding the adoption of no-cost materials towards a large-scale implementation incorporating new faculty.

To assure scope of content and topics, the first stage of this transformation was to identify appropriate instructional resources. Centrally, three resources were identified: OpenStax, Sociology Experiment, and Introduction to Sociology (Hammond, Cheney, & Pearson, 2015) [each previously mentioned]. Among these, OpenStax and Sociology Experiment appear to be the most likely choices among involved faculty. These texts' table of contents were analyzed to identify major topics and common order of discussion. The most commonly covered topics will be addressed in the newly designed course content, in the general order found among most texts. The stage of resource identification is large complete, but additional options may be explored individually and complementary content may be added via no-cost articles from university collections/library. We will be mindful of USG copyright policy in this process and all materials incorporated will comply.

Given the variety of instructors, topical approach and content scope, instructors will individually design their course and syllabus. For the face-to-face course, this will entail outlining the course content (i.e., major topics) to be covered in a syllabus, and the order in which topics will be presented; selecting readings on the topics of coverage; creating PowerPoints and lectures based on the readings; and organizing and posting materials to D2L where students may access them. Similarly, for the fully-online course, we will expand this content for online instruction, incorporating recorded content/lecturers, interaction via discussion boards, and other relevant activities.

The team members of this project bring distinct skills. Farr, Johnson, and White as lecturers are instructional expertise with exceptionally high student engagement histories at KSU. Treiber, as full professor, brings long term perspectives to this project in light of programmatic history and field background. Farr and Treiber are both highly trained in online pedagogy, having completed the full range of online trainings offered by our university's distance learning office and each having designed 3-6 online courses. Crombez will be designing an entirely distinct course content (for online) based on low-cost resources.

Course materials for both course formats will be uploaded to D2L to allow student accessibility. The online section of this course, will also be available to other online instructors as a template course for their implementation.

Throughout the process, Farr will also serve in an assessment role to determine the most effective course content/structure (based on student outcomes and surveys).

As part of online course design at KSU, full accessibility is an expectation and will be addressed in all course content.

### **Quantitative & Qualitative Measures**



We will evaluate the textbook transformation's effectiveness on several measures, including: (1) students' textbook use rates; (2) students' success rates; (3) course retention rates; and (4) students' reported satisfaction. To do so, we will likely examine the following quantitative measures: the number of students who withdraw or fail; final grade distributions (mean, median, mode); select test questions that assess proficiency of course learning outcomes; mid-semester student course evaluations; students' course evaluations (quantitative scores); and an end of semester survey focused upon student feedback about the newly adopted course materials. Additionally, we will consult with the College of Humanities and Social Sciences Distance Learning office to develop additional tools (both quantitative and qualitative) for assessing learning outcomes. The intention is to compare student knowledge at the beginning, midpoint, and end of the course to determine the effectiveness of the new course text's impact on learning.

This collected quantitative data will be analyzed on its own merits, but will also be contrasted with data points from recent semesters of the course, before the adoption of no-cost materials.

When possible, parallel course format/size/instructor comparisons will occur – for example, White's section of 250 face-to-face with prior textbook, contrasted with outcomes of the same 250 seat course adoption of no-cost. Such comparisons may not be feasible for all instructors, contingent on when they joined faculty and most recently taught the course.

#### Quantitative measures of student success:

Using pre-OER adoption measures as pre-test, comparisons will be made with student outcomes after the adoption of no-cost (or low-cost) materials.

Among the measures to be included will be student completion rates of course assessments (for example, the percentage of students who participate in all quizzes, exams, etc.) and also comparing grade outcomes on large weight assessments (such as exams and papers).

#### Course Retention:

Statistics on the DFWI rates will be assessed across the total of 3 semesters of this large-scale project. While D's are passing and serve to meet general education needs at our institution, they are problematic for student overall GPA outcomes and we hope to reduce this outcome along with those who fail or withdraw from the course.

#### Student Satisfaction: (Quantitative)

Surveys will be administered to enrolled students in Fall 2020 and Spring 2021 at midsemester and end-of-semester to assess student satisfaction with the no-cost course materials. Given the short time line of summer courses (4 or 8 week courses), midsemester evaluations will not administered, but end of semester will. Within the survey, likert-type scale questions will be employed (with categories such as: strongly agree, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, strongly disagree) [the terms will be modified to meet the needs of the specific question, but will be consistent on this 7 category spread].

A brief sampling of questions expected to be used will include questions/statements such as:

- "I found <> easy to understand."
- "I found <> applicable to this course."
- "I found <> useful in helping me prepare for course assessments (such as quizzes and exams)."
- "I found <> easy to understand."
- "I would recommend the use of <> to other students."
- "It was helpful for me to have access to no-cost course materials."
- "The use of this <> has helped me save money."
- "Using <> has helped me be successful in this course."

- Additional questions would query frequency of use or similar.

Qualitative assessment: This will be accomplished with the use of students' course evaluations and open-ended question options such as:

- What are three words or phrases you would use to describe <>?
- What did you think about using <>?
- Do you have recommendations on how to improve the instructional materials?
- Any additional comments or feedback?

## **Timeline**

## Spring 2020:

January 31, 2020: Notification of Grant Receipt

February 24, 2020: Attend Kick-off Meeting

February – May 2020:

- Farr teaching 90 seat face-to-face no-cost
- Farr share online course template; lead discussions about successful activities/content changes of last few years
- Other team members become familiar with OER/low cost options, assess text choices/options; choose for upcoming instruction. Develop syllabi/book orders for summer/fall 2020 Crombez, Gheorghiu-Stephens, Johnson, Treiber, White
- Full team review of assessment tools. Discuss pursuit of potential SOTL Research – if of interest IRB approval will be sought for assessments in Fall 2020/Spring 2021. Casual discussion of this possibility has occurred thus far. Such an initiative has not been actively pursued at time of grant writing.
- Crombez, Gheorghiu-Stephens, Johnson, Treiber, White will provide past semester(s) data for future comparisons.
- Farr provide semester report to ALG.

Summer 2020: First semester of large-scale adoption (n=80 students)

- Treiber & Gheorghiu-Stephens: teach no-cost online
- Instructors will be responsible for administering optional mid-semester and end-of semester assessments of students; reporting data to Farr
- Farr, Crombez, Gheorghiu-Stephens, Johnson, and White prepare for fall semester (syllabi, activities, discussions/assignments)
- Farr manage administrative tasks: fiscal, data aggregation, semester report.

Fall 2020: Second semester of large-scale adoption (n=680 students)

- Farr, Crombez, Gheorghiu-Stephens, Johnson, and White instruct Soci1101 – with no/low cost instructional resources
- September: team meeting to review Summer outcomes; discuss tactics/goals for fall.
- Instructors will be responsible for administering mid-semester and end-of semester assessments of students; reporting data to Farr
- December: Team meeting to discuss outcomes; opportunities for further positive transformations.
- Farr manage administrative tasks: fiscal, data aggregation, semester report.

Spring 2021: Third semester of large-scale adoption (n=290 students)

- Farr, Johnson, White instruct Soci1101 – with no/low cost instructional resources
- January – team meets to review past two semesters; discuss final changes for consideration in Spring 2021.
- Instructors will be responsible for administering mid-semester and end-of semester assessments of students; reporting data to Farr
- May: Team meeting to discuss outcomes; opportunities for further positive transformations.
- Farr manage administrative tasks: fiscal, data aggregation, semester report.
- Farr submit final report; accompanying resources/materials.

## **Budget**

The requested total budget is \$30,000 (\$5,000 x 6 team members)

- \$800 budgeted for team members to attend kick-off meeting. Likely attendees: Crombez and Johnson
- Remaining funds, \$29,200, will be disseminated across the six participants via summer 2020 salary, ~\$4866.00 each, contingent upon individual earning/limits institutionally. Farr, Crombez, Gheorghiu-Stephens, Johnson, Treiber, White
- Any funds remaining after Summer 2020, will be used for professional travel/development relevant to OER, online pedagogy conferences, field conferences, or other relevant activities as dictated by university rules/standards and departmental approval.

### **Sustainability Plan**

To maximize sustainability of this initiative, faculty across all ranks and stages of career were recruited for this low/no-cost Soci1101 effort. Tenured faculty who have taught long-term at the institution bring stability and likely continuity for years to come. Lecturers, while not tenured, are fortunate to currently have long term job security based on program and university enrollments. Lecturers (Farr, Johnson, and White) are particularly central to this adoption given the high number of course they teach (typically 9 per year, in comparison to 6 for tenure/tenured), which is inclusive of Intro to Sociology nearly every semester. Currently, the department offers 3 very large (n=250) sections of Soci1101, which are all taught by lecturers. Farr and White teach two of these. As a general education course this is typically offered online in spring, summer, and fall semesters; face-to-face sections (high enrollment courses, 60, 90, or 250) occur during fall and spring semesters only. Rarely is Soci1101 offered face-to-face in summer, due to low enrollment history.

Current enrollment for this online course caps at ~40 students per section (has varied up to 60, contingent upon need), with numerous sections offered per semester. The face-to-face class may enroll up to 250 students (2 sections fall, 1 spring), also with numerous sections of 60 or 90 in fall and spring. It is possible that the enrollment numbers will increase in the future, but it is not likely decrease based on current general education requirements. Institutionally, the last few years has seen significantly increased online offerings/seats in lower division courses.

All faculty involved in this grant, expect it is likely they will continue to use low/no cost instructional resources in future teaching of Soci1101. Farr's success and student outcomes have served as a model to attract additional faculty to this initiative. This course will additionally be shared with other department faculty (both full-time and part-time) for potential adoption.

In an effort to maintain and continuously improve this course and its materials, we will meet at the end of each academic year to assess if changes should be made for the next year. Any such changes will be based upon student feedback and our own evaluations of what is working (or not working) in the course. Adjustments in course content and material will be made to reflect changes in the field, as appropriate. Farr will serve as primary contact and resource for future instructors for the foreseeable future.

### **Acknowledgment**

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#### **Grant Acceptance**

[Acknowledged] I understand and acknowledge that acceptance of Affordable Learning Georgia grant funding constitutes a commitment to comply with the required activities listed in the RFP and that my submitted proposal will serve as the statement of work that must be completed by my project team. I further understand and acknowledge that failure to complete the deliverables in the statement of work may result in termination of the agreement and funding.



January 9, 2020

To the Members of the Review Committee:

I write this letter to offer strong support to the proposal for the Affordable Learning Georgia Textbook Transformation (R16) large-scale grant submitted by **Dr. Daniel Farr**. This project will include five additional faculty (Joel Crombez, Cristina Gheorghiu-Stephens, Wendell Johnson, Linda Treiber, and William White) and will impact a large number of students in both traditional face-to-face classrooms and online.

This grant proposal seeks to identify and implement at least two no-cost or low course instructional materials for **SOCI1101: Introduction to Sociology**. As a general education course, this course enrolls high numbers from across the university. Among the six faculty, across summer and fall 2020, they are scheduled to teach 8 courses, ranging in size from 40 to 250, impacting a total of ~760 students. The expected savings from these two semesters alone will account to approximately \$80,000. As we have yet to schedule Spring 2021, it is difficult to determine specific numbers, but it would not be surprising to see another \$30,000 savings from these instructors (based on Spring 2020 schedule) – this brings the **estimated total savings to over \$110,000 annually** if the faculty continue with the low/no-cost resource options

The continued use of no-cost resources by past adopters (Farr, R3 ALG grant) and the adoption of new course materials and online content across more faculty will undoubtedly benefit our students access to instructional resources and support student success.

Dr. Farr is superbly qualified to lead this project as this will be his sixth ALG funded transformation, including a large-scale adoption of low/no-cost materials for our CRJU1101: Intro to Criminal Justice course. His efforts along with this project's colleagues are helping us become leaders in our university in the quest to reduce student costs and loan debt. All faculty involved are also active in our online curriculum and have received high quality and extensive training in online design. His sustained engagement with OER transformations for the last several years demonstrates the sustainability of this endeavor.

I can think of none better to take on this important task. In summary, I fully support this proposal and strongly encourage the committee to fund it.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Baunach', written in a cursive style.

Dawn Michelle Baunach, Ph.D.  
Professor of Sociology  
Chair, Department of Sociology and Criminal Justice

COLLEGE OF HUMANITIES AND SOCIAL SCIENCE  
*Department of Sociology & Criminal Justice*

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# Textbook Transformation Grants, Round Sixteen (Spring 2020 – Spring 2021) Proposal Form and Narrative

## Notes

- The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.
- The only way to submit the official proposal is through the online form in Georgia Tech's InfoReady Review. The link to the online application is on the [Round 16 RFP Page](#).
- The italic text provided below is meant for clarifications and can be deleted.

## Applicant, Team, and Sponsor Information

Proposal Title: Large-Scale Adoption of No- and Low-Cost Resource in Introduction to Sociology (Soci1101)

Institution(s)	Kennesaw State University
Applicant Name	Daniel Farr
Applicant Email	Dfarr4@kennesaw.edu
Applicant Phone #	470-578-7970
Applicant Position/Title	Senior Lecturer of Sociology
Submitter Name	Daniel Farr
Submitter Email	Dfarr4@kennesaw.edu
Submitter Phone #	470-578-7970
Submitter Position	Senior Lecturer of Sociology

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

	Name	Email Address
Team Member 1	Daniel Farr	Dfarr4@kennesaw.edu
Team Member 2	Joel Crombez	jcrombez@kennesaw.edu
Team Member 3	Cristina Gheorghiu-Stephens	cgheorgh@kennesaw.edu
Team Member 4	Wendell Johnson	Wjohn129@kennesaw.edu
Team Member 5	Linda Treiber	ltreiber@kennesaw.edu
Team Member 6	William White	Wwhite61@kennesaw.edu

If you have any more team members to add, please enter their names and email addresses in the text box below.

n/a

Please provide the sponsor's name, title, department, and institution. The sponsor is the provider of your Letter of Support.

Dawn M. Baunach, Chair, Dept. of Sociology and Criminal Justice, Kennesaw State University

## Project Information and Impact Data

<b>Priority Category / Categories</b>	Scaling Up OER
<b>Requested Amount of Funding</b>	\$30,000
<b>Course Names and Course Numbers</b>	Soci 1101
<b>Final Semester of Project</b>	Spring 2021
<b>Total Number of Student Section Enrollments Affected by Project in One Academic Year</b>	1,050
<b>Average Number of Student Section Enrollments Affected per Summer Semester</b>	80
<b>Average Number of Student Section Enrollments Affected per Fall Semester</b>	680
<b>Average Number of Student Section Enrollments Affected per Spring Semester</b>	290
<b>Original Required Commercial Materials</b>	<p>Varies with instructor:</p> <p><b>Farr</b> (prior to ALG): Sociology 16<sup>th</sup> ed. Macionis, \$193.32 <a href="https://www.pearson.com/us/higher-education/product/Macionis-Sociology-16th-Edition/9780134206318.html">https://www.pearson.com/us/higher-education/product/Macionis-Sociology-16th-Edition/9780134206318.html</a></p> <p><b>Crombez</b>: Sociology Project 2.5: Introducing the Sociological Imagination. Manza, Anum, &amp; Haney. \$63.99 <a href="https://www.pearson.com/store/p/revel-for-the-sociology-project-2-5-introducing-the-sociological-imagination---access-card/P100002464943">https://www.pearson.com/store/p/revel-for-the-sociology-project-2-5-introducing-the-sociological-imagination---access-card/P100002464943</a></p> <p><b>Gheorghiu-Stephens</b>: Intro to Sociology, 11<sup>th</sup>. Giddens, Duneier, Appelbaum, &amp; Carr. \$63.75</p>

	<a href="https://wnorton.com/books/9780393639452">https://wnorton.com/books/9780393639452</a> <b>Johnson:</b> Our Social World, 7 <sup>th</sup> . Ballantine, Roberts, & Korgen. \$103.00 <a href="https://us.sagepub.com/en-us/nam/our-social-world/book259286">https://us.sagepub.com/en-us/nam/our-social-world/book259286</a> <b>Treiber:</b> You May Ask Yourself, 6 <sup>th</sup> ed. Conley. \$67.50 <a href="https://wnorton.com/books/9780393674187/about-the-book/product-details">https://wnorton.com/books/9780393674187/about-the-book/product-details</a> <b>White:</b> Sociology, 6 <sup>th</sup> . Newman. \$50.00 (bookstore) <a href="http://bookstore.kennesaw.edu/CourseMaterials">http://bookstore.kennesaw.edu/CourseMaterials</a> [search Spring 2020, SOCI, 1101: 05 White]
<b>Average Price of Original Required Materials Per Student Section Enrollment</b>	\$107.77 <i>Given the variation across instructor, \$50-193, the estimate was based on total course enrollments/instructor for spring/summer/fall 2020 (\$113,158.60) divided by enrollment (1050) = per student \$107.77</i>
<b>Average Post-Project Cost Per Student Section Enrollment</b>	Average: \$0.58. Median: \$0. Most instructors are adopting no-cost texts; one instructor adopting low-cost (\$15). Expected: 1010 students at \$0; 40 students at \$15.
<b>Average Post-Project Savings Per Student Section Enrollment</b>	\$107.19
<b>Projected Total Annual Student Savings Per Academic Year</b>	\$112,559
<b>Using OpenStax Textbook?</b>	Yes – primarily. Across the group of faculty, most are adopting the OpenStax text. One is adopting an alternative low-cost option.

## Narrative Section

### 1. Project Goals

The proposed large-scale project incorporates two overarching goals: (1) expand the adoption of no-cost instructional materials to impact a larger number of students taking Soci 1101: Introduction to Sociology annually and (2) explore and adopt additional low-cost option for comparison. This large-scale adoption will take place at Kennesaw State University, Department of Sociology and Criminal Justice, but this course is also taught across many University System of Georgia institutions.

- To achieve the goals of this project, we will engage the following transformations:
- Informed by a prior transformation of Soci1101 by Daniel Farr funded ALG grant, R3, #143, with overall neutral-negative outcomes initially, he has continued to refine and



develop the content in subsequent online offerings, improving outcomes. Currently (Sp2020) he is teaching Soci1101 face-to-face for the first time in five years also. This large-scale adoption will incorporate five additional faculty, impact the majority of sociology courses offered Summer 2020-Spring 2021. This transformation is expected to impact ~12 course sections, with enrollments ranging from 40-250, totaling ~1,050 students in total. This transformation will particularly have large impact based on the adoption of no-cost instructional resources for two sections of 250 seat sections of the course (Farr & White). This transformation will be impacting both face-to-face classrooms and online classes.

- In conjunction with the adoption of no-cost (OpenStax) text by instructors for many of these sections, a secondary model of low-cost instruction will be adopted by Crombez. He will be using “Sociology Experiment” <https://www.sociologyexperiment.com/> which costs \$1 per chapters, with total estimated total per student cost of \$15. It is beneficial to have at least two models of low/no-cost available for current and future instructors.
- An additional model of instructional materials (no-cost) has been identified: Introduction to Sociology (Hammond, Cheney, & Pearson, 2015) [http://freesociologybooks.com/Introduction To Sociology/01 History and Introduction.php](http://freesociologybooks.com/Introduction%20To%20Sociology/01_History_and_Introduction.php) and will be considered for potential adoption as a third model in Spring 2021, contingent upon instructor experience/student response in Summer/Fall 2020.
- The establishment of at least two models of instruction with low/no-cost instructional resources in the department serve as examples for future/additional faculty to adopt this transformation.
- This transformation further supports programmatic presence of course formats founded on no-cost instructional materials, Soci2251: Social Problems and Soci3364: Sociology of Families [as well as departmental presence of a large-scale low/no-cost adoption for CRJU1101: Introduction to Criminal Justice (ALG, R13, #431, in process)].
- This supports the ability to assess student learning outcomes across multiple semesters, instructors, and across two to three instructional material formats.
- Dissemination of learning outcomes and determination of most effective instructional materials/format.
- The adoption of new/alternate no-cost learning formats will also make the adoption of no-cost instructional materials by KSU faculty more appealing as they will have readily available course content *options* from which to choose.

To better highlight the savings based on sections/instructors and transformations, a chart may be effective: (semesters based on schedule Spring-Sum-Fall 2020; Spring 2021 not yet scheduled – expected to be similar)

Instructor	Semester/ Enrollment	Pre-cost Per student	Post-cost	Savings
Farr	Fall 2020; 250 Sp 2020; 90	\$193.32 (see note)	\$0	\$65,729

Crombez	Fall 2020; 40	\$63.99	\$15	\$1,960
Gheorghiu-Stephens	Summer 2020; 40 Fall 2020; 40	\$63.75	\$0	\$5,100
Johnson	Fall 2020: 60; 40 Spring 2020: 90	\$103.00	\$0	\$19,570
Treiber	Summer 2020: 40	\$67.50	\$0	\$2,700
White	Fall 2020: 240 Spring 2020: 60; 50	\$50.00	\$0	\$17,500

TOTAL SAVINGS: \$112,559

NOTE: Farr has been using no-cost OpenStax text for last several years (since ALG R3) – the included estimate is based on the latest edition of the textbook he was previously using in his Soci1101 course. If his savings are not included, among the other five faculty the savings estimate equals \$46,830.

## 2. Statement of Transformation

This transformation is focused upon the large-scale adoption of no-cost instructional materials across numerous SOCI1101: Introduction to Sociology classes in 2020-21, impacting approximately 1,050 students. Centrally, this transformation will impact the courses taught by Drs. Farr, Crombez, Gheorghiu-Stephens, Johnson, Treiber, and White, all full-time faculty in the Sociology and Criminal Justice Department (ranks vary). Among these instructors three are lecturers/senior lecturers who teach a high number of introductory students – during this period, 880 of 1,050 students; 84% of students impacted by this grant. As lecturers, 90% of their job responsibility is dedicated to instruction and these faculty are particularly well trained in pedagogy and classroom innovation. Among the formats of classroom to be impacted across this transformation are traditional face-to-face classes, including several with large enrollments (60, 90, and 250), online courses (often of 40), and hybrid classes (variable sizes, but often also 60 or 250). It is expected among the six faculty involved in this grant that ~12 classes will be impacted.

Current state of the course: Previously, Farr individually adopted a no-cost transformation of SOCI1101 (2015-16). This transformation resulted in neutral/negative learning outcomes among students. While the transformation was successful in saving student money (\$232.73 per student at that time; the book cost has declined since). Subsequent semesters have led to improved scores and instruction, via course transformations (supported by institutional trainings via CETL). One difficulty with fall semester adoptions is the number of first year students enrolled in a course – it is not uncommon for students to struggle in their first semester of college, thus skewing grade outcomes. Overtime, the grade outcomes of Farr’s courses have stabilized and improved to parallel outcomes previously.

Beyond Farr’s sections, there is significant variation across instructors in the texts selected for Soci1101. As noted elsewhere in this application, the books used by instructors come from varied presses and price points, but are all contemporary. The use of low/no-cost course resources is not currently widespread in the department.

Farr has been a leader in the department in regards to low/no-cost initiatives and has received several ALG grants to support transformations: (1) Soci1101 – no cost, (2) Soci2251: Social Problems – no cost; (3) Soci3364: Soc of Families (no-cost), (4) Crju1101 – no cost; and (5) Crju1101 – large scale no/low cost combo. In addition to course transformations, he has also created modules for institutional faculty about OER use in classes and presented at conferences. This large-scale Soci1101 adoption is an effective progression in the transformation of the department and our impact upon student savings.

The stakeholders in this transformation initially include students enrolled in Soci1101 and the instructors of Soci1101 at KSU. The students will have (1) greater access to course instructional resources (2) will be more likely to read, view, and complete course work, (3) higher success rates in the course, and (4) greater satisfaction with the course. This transformation benefits these students by reducing student learning costs, making this course more accessible (as an entrée course to the Soci major and also as a general education course) to students, and thusly increasing retention rates and efficient progress towards graduation.

The transformation of this course will increase student success as nearly all students will have access to the no-cost textbook and course materials. The highest course cost expected for the low-cost adoption is \$15. Currently, as many as 65% of students choose to forgo buying textbooks due to cost (USPIRG, 2014). Among such students, 94% indicated the concern that a lack of textbook access would hurt their course grade (USPIRG, 2014). The high cost of course texts results in academic ripples of poor student grades, course withdrawals, delayed degree completion, difficulties progressing in one's major, and may reduce the number of courses a student is able to enroll in during a semester. Indeed, 82% of students believe they would do significantly better in a course if their textbook were available online for free (USPIRG, 2014).

As course developers and instructors, we remain invested in maintaining academic rigor while also assuring the material remains current and relevant to the field of Sociology. Simultaneously, we are also concerned about the success of our students. We continuously seek to reduce withdrawal/fail/repeat rates for our classes and support appropriate progress towards the timely completion of student's degree program. As instructors who teach both online and face-to-face, we are also invested in sharing learning outcomes from this endeavor with colleagues to encourage transformation of additional offerings of this course to no-cost resources.

The Sociology B.S. program, including a minor option, remains a vested stakeholders in this process. We were the first major in the college to offer a fully online degree option. Having improved no-cost QM-approved online sections of Soci1101 will provide the opportunity for this new format to be taught by other instructors in the program. This is a particularly salient point for the sustainability of the major and minor programs and this course, as additional instructors teach this course online in the future.

The Sociology and Criminal Justice Department as a whole remains a stakeholder in this process as well. The fully online Sociology major has already undertaken two online course transformations to no-cost materials (both grant receiving transformations with Daniel Farr), with a third in progress (Soci3364). This transformation will expand the offering of two no-cost general education course options in the department in large-scale formats—helping us remain

leaders in our college on this initiative. Indeed, many of our fully online criminal justice majors take this course to fulfill part of their lower-division requirements.

Finally, KSU itself is a stakeholder as students across the university are required to take a variety of general education course, this course being one of these options. As the costs of higher education continue to rise, it is important for our institution to seek measures to assure access and success for as many students as possible.

This grant will support a large-scale adoption/transformation of this course, for both face-to-face offerings and online.

### 3. Transformation Action Plan

As described in the statement of transformation, this transformation will build upon a prior no-cost adoption with further improvements, while simultaneously expanding the adoption of no-cost materials towards a large-scale implementation incorporating new faculty.

To assure scope of content and topics, the first stage of this transformation was to identify appropriate instructional resources. Centrally, three resources were identified: OpenStax, Sociology Experiment, and Introduction to Sociology (Hammond, Cheney, & Pearson, 2015) [each previously mentioned]. Among these, OpenStax and Sociology Experiment appear to be the most likely choices among involved faculty. These texts' table of contents were analyzed to identify major topics and common order of discussion. The most commonly covered topics will be addressed in the newly designed course content, in the general order found among most texts. The stage of resource identification is large complete, but additional options may be explored individually and complementary content may be added via no-cost articles from university collections/library. We will be mindful of USG copyright policy in this process and all materials incorporated will comply.

Given the variety of instructors, topical approach and content scope, instructors will individually design their course and syllabus. For the face-to-face course, this will entail outlining the course content (i.e., major topics) to be covered in a syllabus, and the order in which topics will be presented; selecting readings on the topics of coverage; creating PowerPoints and lectures based on the readings; and organizing and posting materials to D2L where students may access them. Similarly, for the fully-online course, we will expand this content for online instruction, incorporating recorded content/lecturers, interaction via discussion boards, and other relevant activities.

The team members of this project bring distinct skills. Farr, Johnson, and White as lecturers are instructional expertise with exceptionally high student engagement histories at KSU. Treiber, as full professor, brings long term perspectives to this project in light of programmatic history and field background. Farr and Treiber are both highly trained in online pedagogy,

having completed the full range of online trainings offered by our university's distance learning office and each having designed 3-6 online courses. Crombez will be designing an entirely distinct course content (for online) based on low-cost resources.

Course materials for both course formats will be uploaded to D2L to allow student accessibility. The online section of this course, will also be available to other online instructors as a template course for their implementation.

Throughout the process, Farr will also serve in an assessment role to determine the most effective course content/structure (based on student outcomes and surveys).

As part of online course design at KSU, full accessibility is an expectation and will be addressed in all course content.

#### 4. Quantitative and Qualitative Measures

We will evaluate the textbook transformation's effectiveness on several measures, including: (1) students' textbook use rates; (2) students' success rates; (3) course retention rates; and (4) students' reported satisfaction. To do so, we will likely examine the following quantitative measures: the number of students who withdraw or fail; final grade distributions (mean, median, mode); select test questions that assess proficiency of course learning outcomes; mid-semester student course evaluations; students' course evaluations (quantitative scores); and an end of semester survey focused upon student feedback about the newly adopted course materials. Additionally, we will consult with the College of Humanities and Social Sciences Distance Learning office to develop additional tools (both quantitative and qualitative) for assessing learning outcomes. The intention is to compare student knowledge at the beginning, midpoint, and end of the course to determine the effectiveness of the new course text's impact on learning.

This collected quantitative data will be analyzed on its own merits, but will also be contrasted with data points from recent semesters of the course, before the adoption of no-cost materials. When possible, parallel course format/size/instructor comparisons will occur - for example, White's section of 250 face-to-face with prior textbook, contrasted with outcomes of the same 250 seat course adoption of no-cost. Such comparisons may not be feasible for all instructors, contingent on when they joined faculty and most recently taught the course.

##### Quantitative measures of student success:

Using pre-OER adoption measures as pre-test, comparisons will be made with student outcomes after the adoption of no-cost (or low-cost) materials.

Among the measures to be included will be student completion rates of course assessments (for example, the percentage of students who participate in all quizzes, exams, etc.) and also comparing grade outcomes on large weight assessments (such as exams and papers).

### Course Retention:

Statistics on the DFWI rates will be assessed across the total of 3 semesters of this large-scale project. While D's are passing and serve to meet general education needs at our institution, they are problematic for student overall GPA outcomes and we hope to reduce this outcome along with those who fail or withdraw from the course.

### Student Satisfaction: (Quantitative)

Surveys will be administered to enrolled students in Fall 2020 and Spring 2021 at midsemester and end-of-semester to assess student satisfaction with the no-cost course materials. Given the short time line of summer courses (4 or 8 week courses), midsemester evaluations will not be administered, but end of semester will. Within the survey, likert-type scale questions will be employed (with categories such as: strongly agree, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, strongly disagree) [the terms will be modified to meet the needs of the specific question, but will be consistent on this 7 category spread].

A brief sampling of questions expected to be used will include questions/statements such as:

- "I found <<no cost materials>> easy to understand."
- "I found <<no cost materials>> applicable to this course."
- "I found <<no cost materials>> useful in helping me prepare for course assessments (such as quizzes and exams)."
- "I found <<no cost materials>> easy to understand."
- "I would recommend the use of <<no cost materials>> to other students."
- "It was helpful for me to have access to no-cost course materials."
- "The use of this <<no cost materials>> has helped me save money."
- "Using <<no cost materials>> has helped me be successful in this course."
- Additional questions would query frequency of use or similar.

Qualitative assessment: This will be accomplished with the use of students' course evaluations and open-ended question options such as:

- What are three words or phrases you would use to describe <<no cost materials>>?
- What did you think about using <<no cost materials>>?
- Do you have recommendations on how to improve the instructional materials?
- Any additional comments or feedback?

## 5. Timeline

### Spring 2020:

January 31, 2020: Notification of Grant Receipt

February 24, 2020: Attend Kick-off Meeting

February – May 2020:

- Farr teaching 90 seat face-to-face no-cost

- Farr share online course template; lead discussions about successful activities/content changes of last few years
- Other team members become familiar with OER/low cost options, assess text choices/options; choose for upcoming instruction. Develop syllabi/book orders for summer/fall 2020
  - o Crombez, Gheorghiu-Stephens, Johnson, Treiber, White
- Full team review of assessment tools. Discuss pursuit of potential SOTL Research – if of interest IRB approval will be sought for assessments in Fall 2020/Spring 2021. Casual discussion of this possibility has occurred thus far. Such an initiative has not been actively pursued at time of grant writing.
- Crombez, Gheorghiu-Stephens, Johnson, Treiber, White will provide past semester(s) data for future comparisons.
- Farr provide semester report to ALG.

Summer 2020: First semester of large-scale adoption (n=80 students)

- Treiber & Gheorghiu-Stephens: teach no-cost online
- Instructors will be responsible for administering optional mid-semester and end-of semester assessments of students; reporting data to Farr
- Farr, Crombez, Gheorghiu-Stephens, Johnson, and White prepare for fall semester (syllabi, activities, discussions/assignments)
- Farr manage administrative tasks: fiscal, data aggregation, semester report.

Fall 2020: Second semester of large-scale adoption (n=680 students)

- Farr, Crombez, Gheorghiu-Stephens, Johnson, and White instruct Soci1101 – with no/low cost instructional resources
- September: team meeting to review Summer outcomes; discuss tactics/goals for fall.
- Instructors will be responsible for administering mid-semester and end-of semester assessments of students; reporting data to Farr
- December: Team meeting to discuss outcomes; opportunities for further positive transformations.
- Farr manage administrative tasks: fiscal, data aggregation, semester report.

Spring 2021: Third semester of large-scale adoption (n=290 students)

- Farr, Johnson, White instruct Soci1101 – with no/low cost instructional resources
- January – team meets to review past two semesters; discuss final changes for consideration in Spring 2021.
- Instructors will be responsible for administering mid-semester and end-of semester assessments of students; reporting data to Farr
- May: Team meeting to discuss outcomes; opportunities for further positive transformations.
- Farr manage administrative tasks: fiscal, data aggregation, semester report.
- Farr submit final report; accompanying resources/materials.

## 6. Budget

The requested total budget is \$30,000 (\$5,000 x 6 team members)

- \$800 budgeted for team members to attend kick-off meeting. Likely attendees: Crombez and Johnson
- Remaining funds, \$29,200, will be disseminated across the six participants via summer 2020 salary, ~\$4866.00 each, contingent upon individual earning/limits institutionally.
  - o Farr, Crombez, Gheorghiu-Stephens, Johnson, Treiber, White
- Any funds remaining after Summer 2020, will be used for professional travel/development relevant to OER, online pedagogy conferences, field conferences, or other relevant activities as dictated by university rules/standards and departmental approval.

## 7. Sustainability Plan

To maximize sustainability of this initiative, faculty across all ranks and stages of career were recruited for this low/no-cost Soci1101 effort. Tenured faculty who have taught long-term at the institution bring stability and likely continuity for years to come. Lecturers, while not tenured, are fortunate to currently have long term job security based on program and university enrollments. Lecturers (Farr, Johnson, and White) are particularly central to this adoption given the high number of course they teach (typically 9 per year, in comparison to 6 for tenure/tenured), which is inclusive of Intro to Sociology nearly every semester. Currently, the department offers 3 very large (n=250) sections of Soci1101, which are all taught by lecturers. Farr and White teach two of these. As a general education course this is typically offered online in spring, summer, and fall semesters; face-to-face sections (high enrollment courses, 60, 90, or 250) occur during fall and spring semesters only. Rarely is Soci1101 offered face-to-face in summer, due to low enrollment history.

Current enrollment for this online course caps at ~40 students per section (has varied up to 60, contingent upon need), with numerous sections offered per semester. The face-to-face class may enroll up to 250 students (2 sections fall, 1 spring), also with numerous sections of 60 or 90 in fall and spring. It is possible that the enrollment numbers will increase in the future, but it is not likely decrease based on current general education requirements. Institutionally, the last few years has seen significantly increased online offerings/seats in lower division courses.

All faculty involved in this grant, expect it is likely they will continue to use low/no cost instructional resources in future teaching of Soci1101. Farr's success and student outcomes have served as a model to attract additional faculty to this initiative. This course will additionally be shared with other department faculty (both full-time and part-time) for potential adoption.

In an effort to maintain and continuously improve this course and its materials, we will meet at the end of each academic year to assess if changes should be made for the next year. Any such changes will be based upon student feedback and our own evaluations of



what is working (or not working) in the course. Adjustments in course content and material will be made to reflect changes in the field, as appropriate. Farr will serve as primary contact and resource for future instructors for the foreseeable future.

## Note: Letter of Support

January 9, 2020

To the Members of the Review Committee:

I write this letter to offer strong support to the proposal for the Affordable Learning Georgia Textbook Transformation (R16) large-scale grant submitted by **Dr. Daniel Farr**. This project will include five additional faculty (Joel Crombez, Cristina Gheorghiu-Stephens, Wendell Johnson, Linda Treiber, and William White) and will impact a large number of students in both traditional face-to-face classrooms and online.

This grant proposal seeks to identify and implement at least two no-cost or low course instructional materials for **SOCI1101: Introduction to Sociology**. As a general education course, this course enrolls high numbers from across the university. Among the six faculty, across summer and fall 2020, they are scheduled to teach 8 courses, ranging in size from 40 to 250, impacting a total of ~760 students. The expected savings from these two semesters alone will account to approximately \$80,000. As we have yet to schedule Spring 2021, it is difficult to determine specific numbers, but it would not be surprising to see another \$30,000 savings from these instructors (based on Spring 2020 schedule) – this brings the **estimated total savings to over \$110,000 annually** if the faculty continue with the low/no-cost resource options

The continued use of no-cost resources by past adopters (Farr, R3 ALG grant) and the adoption of new course materials and online content across more faculty will undoubtedly benefit our students access to instructional resources and support student success.

Dr. Farr is superbly qualified to lead this project as this will be his sixth ALG funded transformation, including a large-scale adoption of low/no-cost materials for our CRJU1101: Intro to Criminal Justice course. His efforts along with this project's colleagues are helping us become leaders in our university in the quest to reduce student costs and loan debt. All faculty involved are also active in our online curriculum and have received high quality and extensive training in online design.

I can think of none better to take on this important task. In summary, I fully support this proposal and strongly encourage the committee to fund it.

Sincerely,

A handwritten signature in black ink, appearing to read "Dawn". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dawn Michelle Baunach, Ph.D.

Professor of Sociology

Chair, Department of Sociology and Criminal Justice