Affordable Learning Georgia Affordable Materials Grants  
Transformation Grants Final Report

*(or Textbook Transformation Grants, if R17 or earlier)*

Once you have completed this template, to submit your Final Report, go to the [Final Report submission](https://survey.zohopublic.com/zs/xTCCvG) form.

The final report submission form allows you to submit the following:

* This completed narrative document (required)
* Syllabus or syllabi (required)

*If multiple files, compress into one .zip folder*

* Qualitative/Quantitative Measures data files (optional, as needed)

*If multiple files, compress into one .zip folder*

* Photo of your team or a class of your students for future ALG promotions (optional)
* Invoice for the second half of the grant’s award amount (optional)

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

# General Information

**Date: December 7, 2023 (resubmitted December 26, 2023)**

**Grant Round: 22**

**Grant Number: 628**

**Institution Name(s):** University of West Georgia

**Project Lead:** Yvonne Fuentes

**Team Members (Name, Title, Department, Institutions if different, and email address for each):** Yvonne Fuentes, Professor of Spanish, [yfuentes@westga.edu](mailto:yfuentes@westga.edu); Karen Dollinger, Lecturer of Spanish, [kdolling@westga.edu](mailto:kdolling@westga.edu); Elizabeth Solis, Instructor of Spanish, esolis@westga.edu

**Course Name(s) and Course Numbers:** Intermediate Spanish II, SPANISH 2002

**Semester Project Began:** Fall 2022

**Final Semester of Implementation:** Fall 2023, although the ALG contract ends in 2023, the implementation of the new textbook is ongoing.

**Total Number of Students Affected During Project:** Fall 2023, 9 students enrolled although 1 dropped after the first 4 days. We expect more each semester now that the enrollment decline seems to have stopped. (Fyi, at this point we are showing 13 enrolled for Spring 2024.)

# Narrative

* 1. *Describe the key outcomes, whether positive, negative, or interesting, of your project.*

As explained in the project plan, colleagues at UWG had received an ALG grant in 2020 and completed the new textbooks for Spanish 1001-2001, the first 3 semesters of Spanish. This current grant and project were to create a new textbook for Spanish 2002, the fourth semester Spanish Intermediate II course. We had planned to do this textbook, and the grant allowed us to complete it sooner. During the grant period, we completed the following:

* Created a 250-page new textbook for Intermediate Spanish II, *Ahora en contexto*
* Created 3 formats of the textbook *Ahora en contexto*: a pdf, an accessible pdf, an accessible WORD
* Created and built into D2L, 85 writing, reading, and oral comprehension practice activities to accompany the textbook, *Ahora en contexto*
* Created and built into D2L, 10 speaking activities [grabaciones] for students to practice this skill
* Created power points of each of the grammar structures explained in the 5 chapters of *Ahora en contexto*
* Created narrated power points of each of the grammar structures explained in the 5 chapters of *Ahora en contexto*, for auditory learners

Dr. Fuentes rolled out the new textbook and syllabus fall 2023 with 9 students enrolled, although 1 student dropped early on. The course and textbook are based on a 3-pronged approach: to reinforce language skills; to learn about professional settings and contexts; and to increase cultural awareness and competence. Our stated goals were: **1)** to Increase student engagement with material; **2)** to increase student access to an online pedagogically driven textbook, regardless of modality, i.e., face-to-face, online, or hybrid; **3)** to decrease student cost for the materials regardless of modality, i.e., face- to-face, online, or hybrid; **4)** to increase student success as measured by DFW rate and average test grade distribution. Towards mid-semester Dr. Fuentes sent out an anonymous survey to the **8 students** in the classroom. The first 6 questions were true or false questions, the 7th question was an open answer question that asked students to expand. [The complete survey is attached in a .zip file.]

|  |
| --- |
| **Question 1** |

* Do you use the new textbook for homework and class work? **8 True**
* Would you have preferred a commercial textbook with more pictures, stories,

readings, activities even if you had to pay between $75 and $125? **8 False**

* Do you find that the career-centered themes are or might be relevant to your

future career? **7 True / 1 False**

* Do you find that the grammar review in the first three chapters is helpful? **8 True**
* Do you find that the cultural readings and activities are helpful? **8 True**
* Would you recommend this textbook to other students? **8 True**

Based on students’ comments at the midsemester point, we can conclude that the outcome was very positive, and it seems that at least at this early stage, the first 3 goals were met, i.e., students seemed engaged, students accessed the material frequently and easily, and the costs were greatly lowered.

The end of semester grades seems to confirm that all 4 goals were met. Of the 8 students who attended throughout the whole semester, 2 received A, 4 received B, 2 received C. **100% of the students passed the class with a grade of C or higher**. We hope to see this trend continue throughout future semesters. [Midterm grades and final grades have been included in a .zip drive to show improvement from the midpoint to the end of the semester]

The main challenge was losing one of our original partners because she retired, and then the replacement partner was not able to continue. Three months into the contract, our partner at the IFE said they could not do the digital accessibility formatting for us. We had to scramble and try to find someone to help with that aspect. Fortunately, the CIDI took on that part of the task. The Department of English, Film, Languages, and Performing Arts agreed to pay the CIDI cost for creating a PDF accessible document and a WORD accessible document. In the end, we are able to offer students 3 formats: a regular PDF textbook for those who do not need an accessible textbook or wish to print it; an accessible PDF textbook, and an accessible WORD textbook.

* 1. *Describe lessons learned, including any things you would do differently next time.*

Based on students´ comments and outcomes, I think the pedagogical aspect of the project works very well and requires no changes. Not knowing much about the remediation and accessibility process itself complicated things as we had to rely on others. In the end, the CIDI was an instrumental and a wonderful partner with whom to work. I would not think twice about immediately contacting the CIDI for any new project that requires accessibility and remediation. I would strongly suggest and recommend them to anyone working or even planning a digital project.

* 1. *Describe any materials you created or revised/remixed that will be shared with the public. Include the* [*open license your materials will be shared under*](https://creativecommons.org/share-your-work/)*—for most materials, this will be an Attribution 4.0 License (CC BY) as required in the Grants Request for Proposals.*

The new material we created that will be shared with the public is the Spanish Intermediate II textbook, *Ahora en contexto.*

Ahora en contexto, Spanish Intermediate II © 2023 by Yvonne Fuentes, Karen Dollinger, Elizabeth Solis is licensed under Attribution 4.0 International. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/

# Quotes

*Provide three quotes from students evaluating their experience with the no-cost learning materials.*

In the midsemester survey, we also asked an open answer question: What do you like most about the new textbook? How is it helpful? How does it keep you interested? Please address these and other aspects of the course and textbook that you find positive.  As you can see from the full survey attached in a .zip file, all of the answers were extremely positive. Here are some:

* I like that the new textbook is set into career-centered themes. I feel that the vocabulary we are learning is helpful and that the themes are relevant to all fields of study. I also like that the information is precise. I feel that the cultural information was carefully selected and each piece of literature connects with well with the vocabulary and tenses covered in each chapter.
* Overall, the best thing about the textbook is the way it keeps the reader engaged. You have easy and oragnized access to a relatively large number of topics. I also think it is great that each chapter centers around a different spanish speaking community. Because of this we are becoming more socially aware, familiar, and engaged on a global scale, which some classes may not have emphasized as much.
* I have really enjoyed using the new textbook. It has not only helped me become more fluent in my Spanish but it has exposed me to words I might use in my career. […] I think that this textbook will help students not only improve in their Spanish but learn about the Spanish culture and history.
* I love that I didn't have to pay for a big expensive textbook, and I think it's amazing that I can access the textbook anywhere online…

# Quantitative and Qualitative Measures

## Uniform Measurements Questions

*The following are uniform questions asked to all grant teams. Please answer these to the best of your knowledge.*

**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: 8\_\_\_\_\_\_\_\_

* Positive: 100\_\_\_\_\_\_ % of \_\_\_\_\_\_\_\_ number of respondents
* Neutral: \_\_\_\_\_\_\_ % of \_\_\_\_\_\_\_\_ number of respondents
* Negative: \_\_\_\_\_\_\_ % of \_\_\_\_\_\_\_\_ number of respondents

**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?**

*Student outcomes should be described in detail in Section 3b.*

Choose One:

* 100% 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?** Based on the numbers we had last year and that we submitted with our proposal, the results for this fall 2023 semester are 100 positive. It will be interesting to continue to measure results for at least another 4 semesters, and then compare with the previous data.

*Depending on what you and your institution can measure, this may also be known as a drop/failure rate or a withdraw/failure rate.*

\_\_\_\_0\_\_\_% of students, out of a total \_\_8\_\_\_\_\_ students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

* \_x\_\_ Positive: This is a lower percentage of students with D/F/W than previous semester(s)
* \_\_\_ Neutral: This is the same percentage of students with D/F/W than previous semester(s)
* \_\_\_ Negative: This is a higher percentage of students with D/F/W than previous semester(s)

## Measures Narrative

*In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.*

I am including below the mid semester anonymous survey which reveals a 100% positive opinion of the new textbook.

I am including an end of semester student evaluations from the 8 students who enrolled and completed the course. This too reveals a 100% positive impact the new textbook had on students.

**The midterm exam** assessed students’ performance at the middle of the semester, and the grades show that of the 8 students who took the midterm: **1** received a grade between 60-65; **2** received a grade between 70/75; **2** between 75-80; **1** between 85-90; **2** between 90/95. The **average grade here was 79.19**, while the **median grade was 75.5**.

**The final exam** assessed students’ performance at the end of the 15 weeks, and the grades show the following: **2** received a grade between 80-85; **1** between 85-90; **4** between 90-95; **1** between 95-100. The **average grade was 89.69**, while the **median was 91.5.**

By all measurements 100% of the students improved and 100% passed the class since the final calculated grades ranged between 75.62 and 94.52.

The .zip file also includes the data regarding grade distribution from 2017-2021 that I received from the UWG Office of Institutional Effectiveness and Assessment. It shows the DFW rates, as of the end of each term.

*[When submitting your final report, as noted above, you will also need to provide the separate file (or .zip with multiple files) of supporting data on the impact of your Textbook Transformation, such as surveys, analyzed data collected, etc.]*

* *Include measures such as:*
  + *Drop, fail, withdraw (DFW) delta rates*
  + *Course retention and completion rates*
  + *Average GPA*
  + *Pre-and post-transformation DFW comparison*
  + *Student success in learning objectives*
  + *Surveys, interviews, and other qualitative measures*
* *Indicate any co-factors that might have influenced the outcomes.*

# Sustainability Plan

*Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.*

The textbook is housed in our D2L platform and is part of the SPAN 2002 Sandbox, accessible to all faculty who teach the course. We have the 3 formats available there as part of the course: a regular pdf; an accessible pdf; and accessible WORD. All faculty members that teach the course are responsible for the maintenance and updating of the course materials as necessary. In addition, we have a Spanish coordinator and a coordinator for each of the language courses who will work with the faculty to make sure that the material is maintained and updated.

# Future Affordable Materials Plans

*Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.*

The textbook is housed in our D2L platform and is part of the SPAN 2002 Sandbox, accessible to all faculty who teach the course. We have the 3 formats available there as part of the course: a regular pdf; an accessible pdf; and accessible WORD. All faculty members that teach the course are responsible for the maintenance and updating of the course materials as necessary. In addition, we have a Spanish coordinator and a coordinator for each of the language courses who will work with the faculty to make sure that the material is maintained and updated.

# Future Scholarship Plans

*Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*

If the UWG conference on pedagogy is still held, we would like to present our work there.

# Description of Photograph (optional)

*This is where a team can list the names of the people shown in this separately uploaded photograph, along with their roles, if applicable.*