Affordable Learning Georgia Affordable Materials Grants  
Transformation Grants Final Report

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:** May 13, 2022

**Grant Round:** 19

**Grant Number:** 567 “Advancing Equity through Creating a No-Cost Textbook for GGC 1000 First-Year Seminar”

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

**Project Lead:** Dr. Catherine Thomas

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

| Name | Title | Department | Email address |
| --- | --- | --- | --- |
| Dr. Catherine Thomas | Assoc. Dean for Student Success & Prof. of English | Student Success | [cthomas30@ggc.edu](mailto:cthomas30@ggc.edu) |
| Dr. Jennifer Hurst-Kennedy | Assoc. Prof. of Biology & Chair of Studies | Biology | [jhurstkennedy@ggc.edu](mailto:jhurstkennedy@ggc.edu) |
| Mr. Kenan Kurspahic | Senior Student Success Advisor | Student Success Advising Center | [kkurspah@ggc.edu](mailto:kkurspah@ggc.edu) |
| Dr. Rolando (Roy) Marquez | Assoc. Director for the Center for Teaching Excellence & Asst. Prof. of Instructional Technology | Center for Teaching Excellence | [rmarquez1@ggc.edu](mailto:rmarquez1@ggc.edu) |
| Ms. Cara Werner | Senior Student Success Advisor | No longer working at GGC as of SP22. | |
| Ms. Charlotte Reames | Student | English | Graduated Dec. 2022 |

**Course Name(s) and Course Numbers:** GGC 1000 First-Year Seminar

**Semester Project Began:** Fall 2021 pilot

**Final Semester of Implementation:** Spring 2022 (scaled to all sections)

**Total Number of Students Affected During Project:**  133

# Narrative

* 1. ***Describe the key outcomes, whether positive, negative, or interesting, of your project.***  *Include:*
* *Summary of your transformation experience, including challenges and accomplishments*
* *Transformative impacts on your instruction*
* *Transformative impacts on your students and their performance*

***Summary***

Our project, “Advancing Equity through Creating a No-Cost Textbook for GGC 1000 First-Year Seminar” had four stated goals:

1. **Develop an effective, open-source, no-cost-to-students textbook** that will be employed by GGC 1000 First-Year Seminar faculty.
2. **Decrease the financial burden on students taking GGC 1000**, thereby creating more equitable access to a successful course experience.
3. **Increase students’ retention and pass rates, as well as textbook material satisfaction**, by revising the course and incorporating multimodal materials that are relevant, specific, engaging, and authentic for activities and projects.
4. **Support institutional efforts to scale up the first-year seminar** for all eligible first-year students (new and transfer). Revised course and textbook will accommodate for both standalone sections of First-Year Seminar (FYS), as well as the majority that will be offered as part of first-year learning communities, thereby leveraging multiple high impact practices (HIPs) to increase retention and completion rates.

Significant progress was achieved in meeting these goals. However, we did run into obstacles that were grounded in enrollment problems during our scaling semester, as well as continued lack of student engagement and participation, which seems influenced by ongoing COVID-related impacts—particularly around students’ intellectual and emotional bandwidth and time management challenges. These factors adversely influenced our assessment participation rates (both surveys and focus groups), summative pass rates, and ability to make appreciable correlations between the OER textbook implementation and student success. Our collection of quantitative and qualitative data around GGC 1000 First-Year Seminar and students’ responses to the OER textbook will continue, building on initial successes from this academic year and the text’s creation.

* **Develop an effective, open-source, no-cost-to-students textbook** that will be employed by GGC 1000 First-Year Seminar faculty.
  + The grant team successfully composed and edited *Steps to Success: A Guide to Excelling in College and Beyond* by August 2021. The OER textbook was embedded in the GGC 1000 D2L learning management system template course and rolled to seven course sections in the pilot group Fall 2021. It was revised modestly over winter break 2021 and then rolled in D2L to all four sections of GGC 1000 offered in Spring 2022, our scaling semester. Faculty reported that this made accessing the textbook extremely easy for students, since it was incorporated into the template course and they would be accessing D2L on a regular basis. It also ensured all students had access to the materials from day 1 of the semester. While some students needed coaching on how to access D2L, the textbook itself was available in a timely manner as designed.
* **Decrease the financial burden on students taking GGC 1000**, thereby creating more equitable access to a successful course experience.
  + 133 students participated in GGC 1000 sections using the OER textbook in AY21-22. This resulted in an estimated cost savings of $5320.00 (133 students @$40/book). Going forward, cost savings totals will increase as more students use the OER textbook on a regular basis, as the standard default assigned text for the course.
* **Increase students’ retention and pass rates, as well as textbook material satisfaction**, by revising the course and incorporating multimodal materials that are relevant, specific, engaging, and authentic for activities and projects.
  + At this time, there are no noticeable increases in students’ pass rates for GGC 1000, as a result of the OER textbook implementation. Due to low enrollments and continued COVID-related impacts, pass rates remain lower than pre-COVID times and are consistent in fall-to-fall and spring-to-spring semesters. Please see Measures section below for details.
  + While survey participation was modest, in Fall 2021, 47% of OER users agreed or strongly agreed that the textbook aided in understanding of content and 65% strongly agreed or agreed that it enabled their ability to succeed in the course. In Spring 2022, 83% of survey participants strongly agreed with both of these statements. We can conclude that students (at least those from the survey participants) generally agree that the textbook is useful as a learning tool and enhances their chances for success.
* **Support institutional efforts to scale up the first-year seminar** for all eligible first-year students (new and transfer).

In our proposal, we outlined a 5-section pilot for FA21 semester and full-scale implementation of the OER textbook in SP22. We met or exceeded these targets.

In FA21, we requested faculty volunteers for the pilot and had 7 instructors request to use the OER in their sections. Therefore 7/18 fall sections of GGC 1000 used the OER textbook, exceeding our target in the proposal. For Spring 2022, we had anticipated offering at least 12 sections of GGC 1000, but due to low enrollment numbers at the institution in general and first-year courses in particular, we could only offer 4 sections; all of these used the OER (meeting the scaling goal, only with lesser cost impact in terms of numbers of students served).

Over the course of the academic year 2021-2022, 133 GGC 1000 students used the OER textbook, *Steps to Success*, with an estimated cost savings of $5320.00. While overall cost savings for the students in the project was lower than expected due to decreased enrollment numbers, the impact was still significant. Our plan and institutional commitment is to continue scaled use of the OER textbook in all sections of GGC 1000 for AY 22-23, which will result in exponential cost savings as enrollments stabilize and section offerings increase further, in alignment with first-year seminar as a strategic retention and completion intervention.

***Transformative Impacts on Instruction***

The creation of the OER textbook for GGC 1000, *Steps to Success*, magnified our day one-available course resources, as it was embedded in the D2L template course developed in Summer 2020. What this meant was that all GGC 1000 instructors, whether new or continuing, had a “course in a box,” complete with online textbook, TiLTed (Transparency in Learning and Teaching) signature assignment sheets, linked videos, class activities, a standard syllabus to adapt, reading quizzes keyed to the OER textbook, and more. Students’ experience in the course—at least in terms of structure—was therefore more consistent, while instructors still had areas and structures for customizing based on their students’ needs, focus area with learning communities, etc. In many ways, the OER textbook was the last major component to round-out these free, online course resources for both instructors and students. Anecdotal feedback from instructors has been very favorable.

***Transformative Impacts on Students and Their Performance***

We are still in the process of determining all of the impacts on the OER textbook on students. As noted in detail below, enrollment numbers were lower in our scaling semester and student engagement in assessment procedures was also low, which impacted our ability to get representative feedback. That said, initial feedback—both quantitative and qualitative—suggests at least some benefits in terms of cost, access, and support of content comprehension. While pass rates so far do not demonstrate impact correlation from the OER textbook, we look forward to tracking this relationship going forward.

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

The main lesson our team learned through this process was that we need to determine different ways of arranging assessment opportunities to increase student participation. Lack of participation impacted our ability to disaggregate results and put significant weight in their correlation to student success. Addressing this issue might include setting the expectation (not simply encouraging) that all faculty build in time in the last two weeks of class to do the following 1) administer the end of semester survey, which includes OER-related questions, and 2) allow for 15 minutes for co-PI's to either explain the purpose of and details for participating in a focus group or to actually run a focus group session (allowing students who do not wish to participate to leave, keeping it voluntary). Adding further in-person and face-to-face options also could increase participation.

While student engagement in and out of class was markedly less than in pre-COVID semesters (not just in GGC 1000 but in many first-year courses), we need to develop alternative strategies for obtaining high quality feedback from our students, the textbook users and beneficiaries of the OER textbook offering. We intend to follow the project’s basic assessment protocols (student end of semester survey, faculty survey, student focus groups) for at least two more semesters to gather crucial input and continue scaling efforts.

* 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/)*.*

The GGC 1000 OER textbook that was created under this ALG grant will be the only publicly shared item, and it will be published in the GALILEO Open Learning Materials collection. *Steps to Success: A Guide to Excelling in College and Beyond* will be licensed under the Creative Commons Attribution Non-Commercial-Share Alike 4.0 International License.

# Quotes

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

* “Before this course, I was used to not doing homework, much less taking actual time out of my day to sit and study for an hour for an upcoming test. However, through the readings and schedule plans that we were taught here, I was able to slowly find a routine that worked for me and allowed me to finish school work on time and obtain good grades on tests.” --Jose-Luis Boyzo Patino
* "Some of the things that went well was really this class and having a way to learn new content. This helped a lot with the time management and budget plan, it was way more that we learned but those are my top two. These different skills I learn here really help I just need to start applying them." --Kalesia Daniel
* **In response to the question, “Do you think having a free textbook affected your learning and/or success in the GGC 1000 course? Please explain why or why not.”:**
  + **“**Yes, because there wasn't any excuse for me not to use and look at the information that was given.” --Kyle Smith

# 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?** Used Q14.6 on end of semester survey, about textbook increasing their ability to succeed in class.

Total number of students affected in this project: 133

* Positive: 74 % of 23 respondents
* Neutral: 17 % of 23 respondents
* Negative: 9 % of 23 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:

* \_\_\_ Positive: Higher performance outcomes measured over previous semester(s)
* **X Neutral**: Same performance outcomes over previous semester(s)
* \_\_\_ Negative: Lower performance outcomes over previous semester(s)

As noted elsewhere in the narrative, students who came to class and completed the majority of the assignments generally succeeded in passing the course and meeting stated learning outcomes. Pass rates have been consistent fall-to-fall and spring-to-spring during COVID. There is a marked decrease in pass rates comparing pre-COVID to post-COVID semesters.

**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?**

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

**47% of the 32 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)
* **X 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)

While this was a higher DFW rate than in previous *fall* semesters, it is consistent with previous COVID-impacted *spring* terms’ pass rates. Please see chart below for overall comparison of semester pass rate performance.

## 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.*

As stated in our ALG project proposal, to determine the impact of the OER on ***student retention and completion rates*** in GGC 1000, we **compared DFW rates** from Spring 2022—the semester the OER was used in all sections—to historical GGC 1000 DWF data. We also **compared grade distributions in GGC 1000 before and after the implementation of the OER text**. This pass rate data also was **disaggregated** by race/ethnicity and Pell eligibility (where available) to provide another measure of potential **equity impact** for students.

A significant challenge we faced with this work, as noted earlier in this report, was the extremely low enrollment in GGC 1000 for Spring 2022—only 32 students. This makes our data results questionable in reliability, since the sample size overall and survey response rates in particular were so small. We nevertheless provide here the comparative data as a snapshot of where the program results and student outcomes stand. Please note that the Fall 2021 pilot semester for the OER had a significantly larger participant cohort (101 students in 7 pilot sections), which may be more reflective of the correlation between pass rates and the textbook’s impact.

***Enrollment Trends***

As the chart below illustrates, spring enrollments are traditionally lower in GGC 1000; this trend is also observable across first-year classes due to the mid-year incoming class being smaller. However, significant declines are noticeable in spring terms starting with 2020, the year COVID became a factor. GGC, like many state colleges and universities in the USG, observed enrollment declines during COVID-impacted years due to outside factors affecting new students’ decision to matriculate and continue, as well as the test optional admissions policy, which sent a lot of our usual incoming cohort members to more selective institutions. We are hopeful that as the pandemic’s effects are mediated that enrollments will rebound.

|  |  |  |
| --- | --- | --- |
| **Semester** | **Enrollment** | **# Sections** |
| SP19 | 155 | 17 |
| FA19 | 212 | 16 |
| SP20 | 106 | 12 |
| FA20 | 263 | 21 |
| SP21 | 65 | 6 |
| FA21 (OER pilot) | 259 (101 in pilot) | 18 (7 sections in pilot) |
| SP22 (OER scale) | 32 | 4 |

***Grade Distributions***

Grade distributions below include all participating students in GGC 1000.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term** | **A** | **B** | **C** | **D** | **F** | **I** | **W** | **WF** | **Grand Total** |
| **Fall 2018** | 96 | 52 | 24 | 10 | 36 |  | 9 |  | 227 |
| **Fall 2019** | 96 | 41 | 24 | 6 | 36 |  | 9 |  | 212 |
| **Fall 2020** | 96 | 34 | 36 | 13 | 72 |  | 11 | 1 | 263 |
| **Fall 2021** | 90 | 48 | 21 | 13 | 78 | 1 | 7 | 1 | 259 |
| **Spring 2019** | 90 | 21 | 17 | 6 | 15 | 1 | 5 |  | 155 |
| **Spring 2020** | 36 | 14 | 8 | 4 | 36 |  | 8 |  | 106 |
| **Spring 2021** | 20 | 7 | 9 | 5 | 23 |  | 1 |  | 65 |
| **Spring 2022** | 11 | 3 | 3 | 4 | 10 |  |  | 1 | 32 |

Grade distributions from the past few COVID-impacted years show a “half-pipe” effect, wherein there are nearly equal rates of passing and failing + withdrawal grades. This comports with anecdotal evidence from instructors, who share that students who come to class and engage with assignments do very well and meet learning outcomes, but that there are disproportionately higher numbers of students who “ghost”--do not attend regularly, do not complete work, and are unresponsive to multiple modes of outreach. This trend does not seem isolated to GGC 1000; similar trends are observable in learning support Math and English classes, as well as a significant number of gateway classes at GGC. Because of these larger trends, which are suggestive of external factors’ dominance (work/school imbalance, increased caregiving, mental/emotional health and bandwidth challenges), it is hard to determine the impact of the OER textbook. However, it is a logical conclusion that having a free and immediately accessible text does erase one significant barrier to course engagement and success, should students have the capacity (variously defined) to actively participate in their academic work.

***Pass Rates***

**Historic Pass Rate Comparison GGC 1000**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Pass Rate (ABC%)  Comparison | 2019 (pre-COVID) | 2020 | 2021 | 2022 |
| Spring Semester | **83%** | **55%** | **55%** | **53% (OER scale)** |
| Fall Semester | **76%** | **63%** | **61% (OER pilot)** | **TBD** |

The table above illustrates summative pass rates for all GGC 1000 students per semester. Pass rates took a 10+% dip after COVID spread. While some sections were offered hybrid or online modality in FA20, predominantly GGC 1000 sections have been face-to-face. The consistency of pass rates fall-to-fall and spring-to-spring, and pre-/post-OER implementation suggests both that outside factors are adversely affecting students’ ability to come to class and complete the work, as well as a neutral effect by the OER textbook during pilot and scaled semesters. Given the relatively low enrollments and continued COVID-related impacts, the data proves inconclusive on how much of a benefit the OER textbook provides for passing the course. We will continue data collection to observe any possible trends.

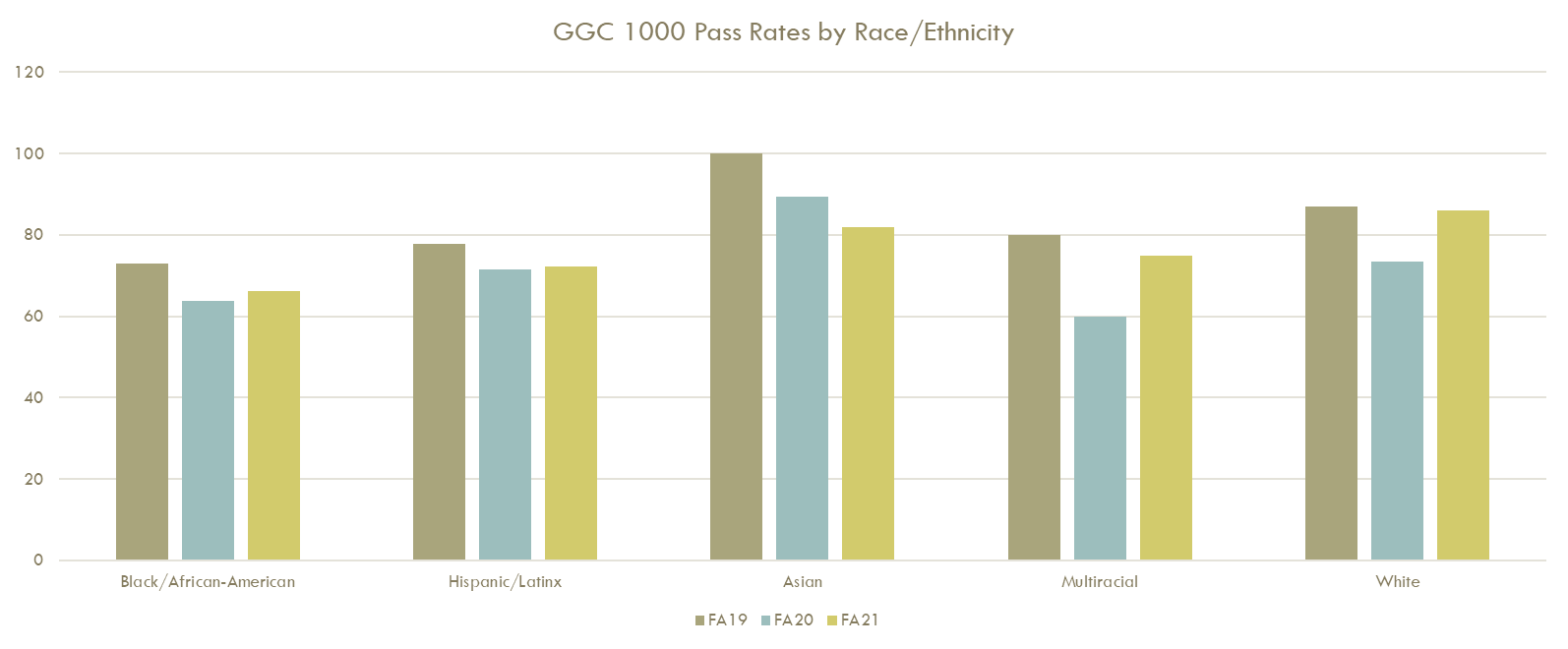
**Equity Pass Rate Comparison**

Spring 2022 by Race/Ethnicity

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Race & Ethnicity*** | **Average, all ethnicities**  **N=32** | **Black/ African American**  **N=14** | **Hispanic/ LatinX**  **N=8** | **Asian American/ Pacific Islander**  **N=4** | **White**  **N=5** | **Multi-racial**  **N= 1** |
| ***Pass Rate*** | **53%** | **64%** | **50%** | **75%** | **20%** | **0%** |

While acknowledging the small enrollment for our OER scaling implementation semester Spring 2022, the chart above illustrates that students identifying as black or African-American, as well as those identifying as Asian-American or Pacific Islander, reached higher levels of pass rate achievement as a cohort. As the table below shows, the greatest equity gains are for our black/AA students, as AA students have routinely performed below the average pass rate level. Notably, white students did unusually poorly during Spring 2022 semester; however, given the low n, this should not necessarily suggest a larger trend.

Historic Fall-to-Fall Pass Rates by Race/Ethnicity (Fall ‘21 OER textbook pilot included)

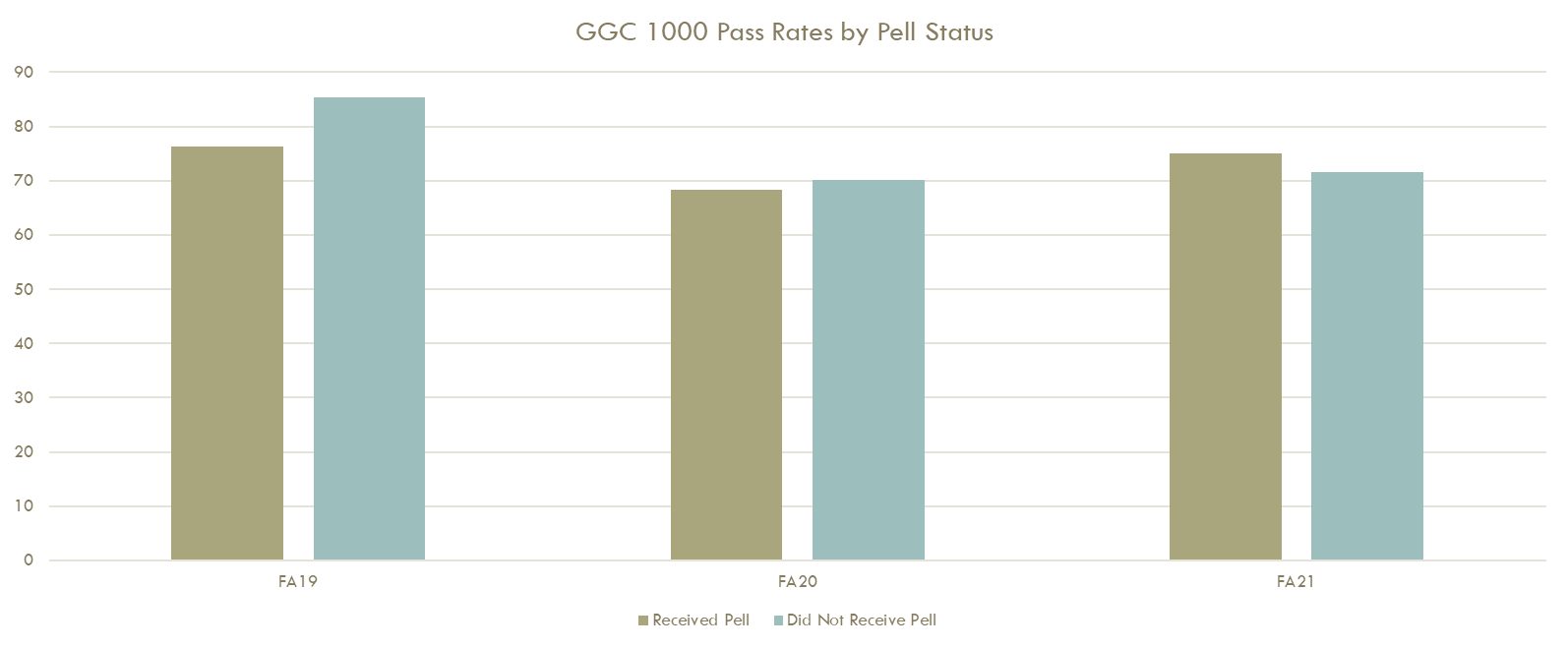


Spring 2022 by Pell Eligibility

|  |  |
| --- | --- |
| **Pell Status** | **Pass Rate** |
| **Pell-eligible n=17** | **65%** |
| **Non-Pell-eligible n= 15** | **40%** |

According to the table above, Pell-eligible students taking GGC 1000 in Spring 2022 passed at a 25% higher rate than non-Pell-eligible students. There may be some correlation between access to the free OER textbook and academic success for financially at-need students, but these numbers and rates need to be tracked longitudinally and for a larger group of students to be more determinant. Historic pass rates by Pell status also show a slight equity benefit when the D2L template course with TiLTed (Transparency in Learning and Teaching) assignment sheets, embedded learning resources, and the OER textbook was implemented across course sections.

Historic Fall-to-Fall Pass Rates by Pell Status (Fall ‘21 OER textbook pilot included)



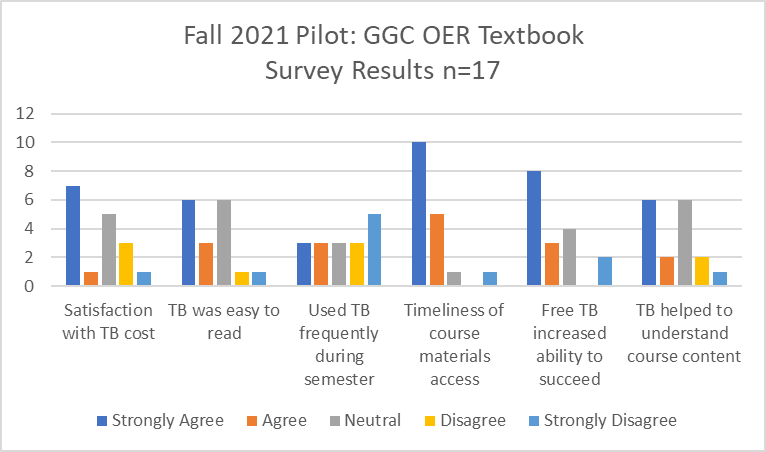
When considering impact of the OER textbook for students who are Pell Eligible, it is worth noting that during Fall 2020, when the D2L template course was implemented, we saw an evening out in pass rate performance between Pell-eligible and non-Pell-eligible students. In Fall 2021, when the OER textbook was embedded in the template course for 7/18 sections, we saw Pell-Eligible students pass at slightly higher rates than their non-Pell-eligible peers.

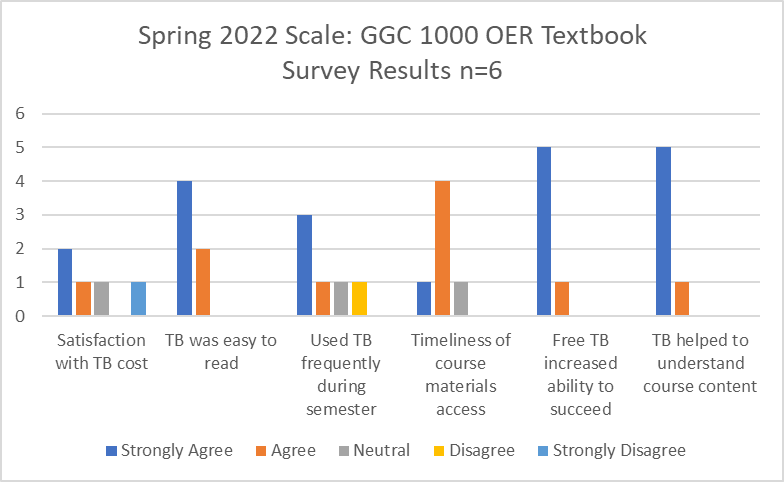
***Student End of Semester Survey Responses***

Students were encouraged to access via email link and then complete the GGC 1000 End of Semester Survey (hosted by Qualtrics). Out of 101 possible students in the Fall 2021 pilot, 17 participated. Out of the 32 possible students in the Spring 2022 scaled semester, 6 participated. Therefore, response rates were respectively 16% and 19%, illustrating a less than statistically significant representation. This affected our ability to reach any firm conclusions about impact and have any sizable disaggregation of participants.

Six statements related to the OER textbook were included on the surveys, with attitudinal responses registered on a 5-point Likert scale from Strongly Agree to Strongly Disagree. Those statements were:

1. I am satisfied with the current textbook costs associated with the course.
2. The textbook was easy to read.
3. I used the textbook frequently throughout the semester.
4. I was able to access my course materials for GGC 1000 in a timely fashion.
5. Having a free (no-cost) GGC 1000 textbook increased my ability to succeed in this course.
6. The textbook helps me to understand the content taught in the course.





While survey completion rates were low, the response patterns among the participants were fairly consistent, even between semesters, suggesting a moderate degree of reliability about the textbook’s general impact on GGC 1000 students. Students reported being mostly satisfied with the cost (zero), readability, use value, access, success support, and content comprehension factors for the *Steps to Success* OER textbook.

***Student Focus Groups***

Despite best efforts to advertise, encourage, and recruit students for the focus groups, we were unsuccessful in getting voluntary participation in either the pilot or scaling semesters. Please see Lessons Learned section for reflection on how to adapt strategies going forward for gaining participation.

***Faculty Survey Responses***

In spring 2022, our scaled semester for the OER textbook, the two faculty members who were not part of the grant team were surveyed using the questions noted in our proposal. They constituted 50% of the teaching cohort for our scaled semester of implementation.

The results were as follows:

**1. How did the OER impact student success and engagement in your class?**

A. Students had immediate access to their book for successful completion of reading and related assignments.

|  |
| --- |
| B. Not sure - never got questions or comments. I think those who read it were more successful on the quizzes. |

**2. What feedback did your students give you on the OER?**

A. The only feedback I received was the appreciation of access at no cost.

|  |
| --- |
| B. The only feedback I got was from an FN student that the course was "too hard" and took "too much time" |

**3. What was the modality of your course (face-to-face, hybrid, online synchronous, or online asynchronous)?**

A. Face-to-face

B. Face-to-face

**4. What impact did the OER have on engagement in your course? How does this compare to student engagement in previous semesters when you taught the course in the same modality?**

A. I believe there was a higher rate of assignment completion by the deadlines this semester versus previous semesters taught in the same modality.

B. First time teaching the course

These results suggest anecdotal evidence of the OER textbook being a valuable resource for students, particularly due to its free cost and immediate accessibility for students.

# 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.*

*Steps to Success* will be offered through GALILEO Open Learning Materials and embedded via link (if possible) in the GGC 1000 D2L template course shell. The course shell materials are reviewed by the Assoc. Dean for Student Success and CTE Associate Director after each semester for any needed updates and revisions, as recommended by the faculty and students and/or responding to changes in curriculum and delivery. As the institution considers moving to a 2- or 3-credit model for the first-year seminar, we may apply again for support to add on to or revise the textbook offering to better align it with a future incarnation of the course. The Office of Student Success (which administrates the course) and the Center for Teaching Excellence at GGC will continue to partner on this effort.

# 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.*

Knowing our students’ significant financial challenges, and as a result of participating on this project, our team members are even more committed to exploring no-cost course text options such as those that may be available via OER materials. Having worked on an OER text has raised our awareness about what kinds of materials are available (and not available), as well as how much time and effort may be involved in customizing a book or lesson resource for a course. One of our members was part of a previous ALG/OER grant team and eagerly joined our team, seeing the value of the endeavor. Those of us new to the experience are also keeping open the possibility of pursuing future transformation grant opportunities for other classes.

# 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.*

Once our team has gathered a larger data set (quantitative and qualitative), we may pursue conference presentations or a journal article on our GGC 1000 OER textbook implementation. Our current small response rates from students and all of the impact factors on course success rates preclude us from doing so at this time, since we are still working to obtain statistically significant results. With another academic year or two’s worth of data, we should be better positioned to engage in scholarly productions stemming from the project.

# 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.*

*Shown:*

**Dr. Catherine Thomas,** Assoc. Dean for Student Success & Professor of English

**Dr. Rolando Marquez,** Assoc. Director for the Center for Teaching Excellence & Asst. Professor of Instructional Technology

**Mr. Kenan Kurspahic,** Senior Student Success Advisor

*Shown in separate picture:*

**Dr. Jennifer Hurst-Kennedy,** Chair of Studies, Dept. Of Biology & Assoc. Professor of Biology