Affordable Learning Georgia Affordable Materials Grants  
Transformation Grants Final Report

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

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# General Information

**Date:** 12/19/2025

**Grant Round:** 26

**Grant Number:** 742

**Institution Name(s):** Columbus State University

**Project Lead:** Patrice Kerner

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

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**Course Name(s) and Course Numbers:** Introduction to Criminal Justice, CRJU 1105

**Semester Project Began:** Spring 2025

**Final Semester of Implementation:** Fall 2025

**Total Number of Students Affected During Project:** 114

# Narrative

## 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*

### Key Outcomes, Challenges, and Accomplishments

Overall, the course material transformation was beneficial on multiple levels and produced several meaningful outcomes, both anticipated and unanticipated. One of the most significant positive outcomes was the collaborative nature of the work. The project created a structured environment for faculty collaboration and fostered teamwork among colleagues who might not otherwise have had the opportunity to work closely together on course design. This collaboration strengthened consistency across sections while still allowing room for instructional flexibility.

Another significant outcome was the intentional and systematic identification of high-quality online content and open-access resources that could enhance the student learning experience. Rather than relying on a single commercial textbook, faculty were able to incorporate videos, websites, databases, and scholarly materials that aligned directly with course learning objectives. This process encouraged more thoughtful course design and ensured that content was current, relevant, and connected to real-world criminal justice issues. For first-year students in particular, exposure to these open-access resources served an additional purpose: it introduced them to credible academic and professional websites they can use throughout their college careers. Several students reported that these resources were more engaging and practical than traditional textbooks.

Student reactions to the course materials were mixed but informative. While many students found the open-access materials helpful and appreciated the variety of learning formats, some students reported that the volume of material felt overwhelming and that navigating the course required more effort than they expected. This feedback highlighted an essential tension between providing rich, diverse content and maintaining a clear, manageable course structure for first-year students.

The project also presented several challenges. One of the most significant challenges was completing the research and development of the course content before the start of the semester. Because some materials were still being identified and refined as the semester progressed, content had to be added throughout the term. This resulted in multiple course imports in the learning management system, which occasionally caused materials to be uploaded to incorrect locations or to be duplicated. Additionally, organizing and formatting a large volume of material in a way that felt accessible rather than overwhelming proved to be an ongoing challenge.

Another issue that emerged involved academic integrity. Because multiple sections of the course used the same assessments, some students shared their work with peers enrolled in other sections. Faculty had to address this misconduct repeatedly, underscoring the need for more apparent assessment variations or staggered assignments in future implementations.

Despite these challenges, the project achieved several notable accomplishments. The course learning objectives were redesigned to reflect core disciplinary concepts better and to align more clearly with assessments. The content can now be assessed consistently across multiple sections, instructional modalities, and semesters, improving both instructional coherence and program-level assessment. Additionally, instructional and assessment guides were developed for part-time faculty. These guides provide structure and consistency while still allowing instructors to modify activities and examples based on their teaching preferences and student populations.

### Transformative Impacts on Instruction

The material transformation had a meaningful impact on faculty instruction. Faculty reported feeling reinvigorated by the ability to teach without being tied to a traditional textbook. The inclusion of regionally relevant examples, current events, and real-life criminal justice scenarios made the content feel more authentic and engaging for both instructors and students. This experience encouraged faculty to incorporate more scenario-based and applied learning activities, not only in this course but also in future courses.

### Transformative Impacts on Students and Performance

Students benefited from engaging with course material through multiple formats, including videos, films, websites, databases, and journal articles. Exposure to varied learning modalities helped students identify their preferred learning methods and promoted more active engagement with the material. Students were also introduced to research tools and professional resources that they will continue to use in upper-level criminal justice courses. Additionally, the redesigned course placed greater emphasis on criminal justice careers, helping students better understand the range of professional opportunities within the field and encouraging early exploration of potential career pathways.

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

Several important lessons emerged from this project. Most notably, future content transformation efforts would benefit from completing the majority of content development before the start of the semester to reduce confusion and technical issues in the learning management system. Greater attention should also be given to streamlining content presentation to prevent students from feeling overwhelmed, particularly in an introductory, first-year course. Finally, assessment design should incorporate greater variation across sections to minimize opportunities for academic misconduct while still maintaining alignment with shared learning objectives.

## 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.

No materials were created, revised, or remixed. All materials were current OER resources. A library of resources is shared at: https://columbusstate.libguides.com/CRJU1105ALG2025.

# Quotes

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

Quote #1: Short videos and clear written documents work best for me. I like being able to read the material at my own pace and then reinforce it with visual explanations.

Quote #2: I find that a mix of OER formats works best for my learning. Online textbooks and documents give me the structure I need to understand the basics, while journal articles help me dive deeper and see how ideas are applied in real research.

Quote #3: I think videos and textbook-type materials are most helpful.

Quote #4: Some formats of OER materials that were most helpful to me are online documents, videos, and interactive exercises.

Quote #5: I really enjoyed the documents, textbooks and journal articles because it is straight forward.

Quote #6: I recommend keeping is the documents, textbooks, journal articles and videos.

Quote #7: maybe not post as many links and graphs, a bit too much in my opinion.

Quote #8: Please, more organization. There was so much at times. Assignments can/ was easily missed.

Quote #9: I would recommend using a textbook that has all information for learning the course. Since the textbook in this course did not have a lot of information compared to other textbooks from other courses.

Quote #10: One way to improve the course and textbook materials would be to make them more interactive and engaging.

# 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: 114

Survey Question #16: Rate your satisfaction level with the online course/textbook materials.

* Positive: About 62% of \_60\_ number of respondents
* Neutral: About 22% of \_\_60\_ number of respondents
* Negative: About 17 % of \_60\_ number of respondents

Survey Question #15: Rate the overall level of the quality of the online "course/textbook" materials you used in this course.

* Positive: About 91% of \_60\_ number of respondents
* Neutral: 6% of \_\_60\_ number of respondents
* Negative: About 3% of \_60\_ number of respondents

Survey Question #17: If given the choice between buying a traditional paper textbook and a no-cost (free) online textbook, which type do you prefer? (no neutral responses)

* About 87% of 50 respondents preferred a no-cost course/textbook
* About 13% of 50 respondents preferred a traditional textbook

In lieu of a mid-semester evaluation, we surveyed students’ satisfaction with OER materials, access to the OER materials, overall student satisfaction with the course, pedagogical strategies that enhance student learning of course material, and recommendations on how to improve the quality of the course for each of the five modules. You can find this data along with the analysis in the CRJU 1105 Module Survey Data File.

Module Question: Rate your satisfaction with the course materials (e.g., videos, ebook(s), websites, journals, etc.) within this module.

**Module 1:**

* Positive: About 76% of \_50\_ number of respondents
* Negative: About 24% of \_50\_ number of respondents

**Module 2:**

* Positive: About 78% of \_36\_ number of respondents
* Negative: About 22% of \_36\_ number of respondents

**Module 3:**

* Positive: About 54% of \_24\_ number of respondents
* Negative: About 46% of \_24\_ number of respondents

**Module 4:**

* Positive: About 78% of \_18\_ number of respondents
* Negative: About 11% of \_18\_ number of respondents

**Module 5:**

* Positive: 100% of \_11\_ number of respondents
* Negative: 0% of \_11\_ 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:

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

*Fewer As & more WFs, but the rest of the grades are similar to the grades from the past two semesters.*

* \_\_ 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?**

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

38.6% of the 114 students affected dropped, failed/withdraw 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)

***Table 1 - Drop, Fail, Withdraw Rates 2019-2025***

|  |  |  |
| --- | --- | --- |
| Year | Rate | Total Student Enrollment |
| 2019 | 17.44% | 170 |
| 2020 | 26.07% | 183 |
| 2021 | 25.92% | 164 |
| 2022 | 16.82% | 139 |
| 2023 | 27.70% | 174 |
| 2024 | 24.40% | 164 |
| 2025 | 29.96% | 177 |
| Average 5-year DFW | 24.04% | 167.23 |

**Note**: Data includes all sections and modalities from Spring 2019 through Fall 2025.

## Measures Narrative:

### DFW Rates:

The DFW data is found in the CRJU 1105 OER Data file. The semester of OER material saw a significant increase in the number of sections and enrollment compared to previous years. We saw little difference between DFW rates for the in-person/hybrid course and the online course. The Fall 2025 and Spring 2025 in-person course DFW rates are similar. It was revealed that some of the WFs for the Fall 2025 semester were not completed until near the end of the semester. If the students continued in the course, they would have received F’s for not completing coursework. Even though this semester had a higher percentage of DFWs, this does not mean the free OER materials were less successful than an Introduction to Criminal Justice textbook. Survey results show that more than 86% of students prefer no-cost course materials (e.g., textbooks) to traditional textbooks. Furthermore, qualitative survey results reveal that students rated the quality and their satisfaction with the online course/textbook materials. We will compare these results with those of students taking the course using the same OER materials in Spring 2026. In future semesters, we will work to reduce the number of withdrawals and failures.

***Table 2 - Drop Rates***

|  |  |  |  |
| --- | --- | --- | --- |
|  | Total Enrolled | Withdrawals (W/W PASS) | Drop Rate (%) |
| Fall 2024 | 76 | 5 | 6.58% |
| Spring 2025 | 75 | 3 | 4.00% |
| Fall 2025 | 114 | 12 | 10.53% |

When focusing exclusively on W PASS withdrawals, the data shows a notable increase in drop rate in Fall 2025, rising to 10.53% from 6.58% in Fall 2024 and 4% in Spring 2025. Despite the implementation of Open Educational Resources (OER) in Fall 2025, which aimed to reduce barriers to course success, the rise in W PASS designations may suggest that students were still opting out of the course for reasons beyond cost, such as academic readiness, time constraints, or course pacing.

***Table 3 – Fail Rates***

|  |  |  |  |
| --- | --- | --- | --- |
|  | Total Enrolled | Failed (Grade F) | fail Rate (%) |
| Fall 2024 | 76 | 9 | 11.84% |
| Spring 2025 | 75 | 4 | 5.33% |
| Fall 2025 | 114 | 12 | 10.53% |

*Fall 2024:* Failures were prevalent among freshmen, with several students earning F grades in the Criminal Justice course. For instance, a student recorded a GPA of 0.2, reflecting a significant academic challenge.

*Spring 2025:* The fail rate continued to pose challenges, as students struggled to maintain the required GPA, with some failing core courses, which notably affected their academic trajectory.

*Fall 2025:* The fail rate declined slightly compared to previous terms, though several students still faced difficulties, resulting in multiple F grades.

The introduction of Open Educational Resources (OER) in Fall 2025 may have reduced fail rates in CRJU 1105. The Fall 2025 rate (10.53%) was lower than the previous fall semester (11.84%); however, it doubled from Spring 2025 (5.33%) to Fall 2025. However, you need to note the increase in enrollment. This downward shift suggests that increased access to course materials, facilitated through the OER model, may have supported student success, particularly among students who might have struggled to obtain required textbooks in prior terms.

The failure rate did not drop below the Fall 2024 baseline but stabilized following an unusual change in Spring 2025, indicating meaningful progress. This suggests that OER may be especially effective when adopted proactively alongside clear instructional design, early engagement strategies, and faculty support. Given the complex nature of academic success, OER likely served as a foundational support mechanism, helping to remove cost barriers and create a more equitable learning environment, which is especially important in a general education course with a high percentage of freshmen.

***Table 4 - Withdraw Rates***

|  |  |  |  |
| --- | --- | --- | --- |
|  | Total Enrolled | WF Grades | WF Rate (%) |
| Fall 2024 | 76 | 5 | 6.58% |
| Spring 2025 | 75 | 3 | 4.00% |
| Fall 2025 | 114 | 12 | 10.53% |

A review of WF (Withdrawal-Failing) shows a moderate reduction in failing withdrawals during Spring 2025 (4.00%), followed by a rise to 10.53% in Fall 2025, despite the implementation of Open Educational Resources (OER). While this rate remains slightly higher than the 6.58% observed in Fall 2024, the return to near pre-OER levels suggests that access to free materials alone was insufficient to reduce WF rates significantly.

This pattern may indicate that students, particularly freshmen, continue to face barriers related to course pacing, academic readiness, or external demands. While OER likely reduced financial stress, the persistence of WF grades highlights a need for additional educational and engagement supports, such as early alerts, scaffolded instruction, and targeted advising.

In summary, the introduction of OER in Fall 2025 may have mitigated a potential spike in failing withdrawals, but it did not, on its own, lead to a significant drop in WF rates. A more integrated approach that combines OER with academic interventions may be necessary to support student success fully.

***Table 5 – Summary of All Fail Rates (DFW)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Total Enrolled | D Grades | F Grades | Withdrawal (W, W PASS, WF) | D Rate | F Rate | Withdraw Rate |
| Fall 2024 | **75** | **7** | **9** | **11 (5 W PASS + 5 WF)** | **9.21%** | **11.84%** | **11.84%** |
| Spring 2025 | **76** | **9** | **4** | **3 (all WF)** | **12.00%** | **5.33%** | **4.00%** |
| Fall 2025 | **114** | **14** | **12** | **18 (6 W PASS + 12 WF)** | **12.28%** | **10.53%** | **15.79%** |

Based on the data from Fall 2024 to Fall 2025 semesters, the failure rate has not improved, as evidenced by the consistent number of failing grades across both semesters. Across three terms, the combined rates of low performance (D), failure (F), and withdrawal (W/W PASS/WF) reveal shifting patterns of student success.

In Fall 2024, D and F grades were moderate (9.21% and 11.84%, respectively), with an overall withdrawal rate of 11.84%, indicating a balanced but still concerning level of course attrition and low achievement. Spring 2025, however, showed a sharp decrease in F grades (5.33%), but a notably lower withdrawal rate (4.00%), suggesting more students remained in the course despite underperforming.

In Fall 2025, following the adoption of Open Educational Resources (OER), F grades increased (10.53%), but the D rate remained around 12%, and withdrawals jumped to 15.79%, the highest of all three terms. This suggests that while OER may have helped mitigate outright failure, it may have shifted more students into marginal passing or withdrawal statuses. It also indicates a need to evaluate teaching methods or student support systems further to enhance student performance and reduce failure rates in future semesters.

### Comparative Analysis of GPA and Fail Rates

There appears to be a correlation between lower GPAs and higher fail rates. However, moderate GPAs are also associated with failing grades, suggesting that other factors may influence student performance. Overall, Students with GPAs less than 2.0 are at a higher risk of failing. Yet, students with GPAs between 2.0 and 3.0 have also shown failing grades, indicating that GPA alone is not a sufficient indicator of success.

### Course Completion Rates:

More than 60% of students passed the course with a C or higher, comparable to the last two semesters (78%, 65%). There are still areas for improvement so that more students pass the course and improve their grades. Please note: mid-term grades could not be analyzed due to missing data (not all instructors reported mid-term grades).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Section 1 (In-Person/Hybrid) | Section 2 (Online) | Section 3 (Online) | Sum | Percentage |
| A | 6 | 4 | 3 | 13 | 11.40% |
| B | 10 | 12 | 9 | 31 | 27.19% |
| C | 6 | 16 | 4 | 26 | 22.81% |
| D | 3 | 6 | 5 | 14 | 12.28% |
| F | 3 | 5 | 4 | 12 | 10.53% |
| WP | 4 | 2 | 0 | 6 | 5.26% |
| WF | 4 | 1 | 7 | 12 | 10.53% |
| Total | **36** | **46** | **32** | **114** |  |
|  |  |  |  |  |  |
| Mean | 73.83% | 75.84% | 75.01% |  |  |
| Min | 35.46% | 40.43% | 45.24% |  |  |
| Max | 93.98% | 91.52% | 95.43% |  |  |

***Table 6 - Fall 2025 Grade Data***

***Table 7 – Spring 2025 Grade Data***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Section 1 (In-Person) | Section 2 (Online) | Sum | Percentage |
| A | 7 | 29 | 36 | 48.00% |
| B | 2 | 11 | 13 | 17.33% |
| C | 8 | 2 | 10 | 13.33% |
| D | 9 | 0 | 9 | 12.00% |
| F | 2 | 2 | 4 | 5.33% |
| WP | 0 | 0 | 0 | 0.00% |
| WF | 3 | 0 | 3 | 4.00% |
| Total | **31** | **44** | **75** |  |

***Table 8 – Fall 2024 Grade Data***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Fall 2024 | | | | |
|  | **Section 1 (In-person)** | **Section 2 (Online)** | **Sum** | **Percentage** |
| A | 22 | 8 | 30 | 39.47% |
| B | 6 | 9 | 15 | 19.74% |
| C | 1 | 4 | 5 | 6.58% |
| D | 0 | 7 | 7 | 9.21% |
| F | 4 | 5 | 9 | 11.84% |
| WP | 1 | 3 | 4 | 5.26% |
| WF | 0 | 5 | 5 | 6.58% |
| V | 1 | 0 | 1 | 1.32% |
| Total | **35** | **41** | **76** |  |

### Student Demographic Information:

Many students who are not majoring in criminal justice take this course. As a result, many students in the class are not incoming freshmen. A review of completion rates by class was conducted. It was determined that freshmen had the lowest pass rate until this term. While we may have increased freshman completion rates, other class of students did not score as well.

***Table 9 – Completion rates by class***

|  |  |  |  |
| --- | --- | --- | --- |
|  | Fall 2024 | Spring 2025 | Fall 2025 |
| Freshman | 74.07% | 69.23% | 76.47% |
| Sophomore | 90% | 77.78% | 69.57% |
| Junior | 90% | 88.89% | 77.78% |
| Senior | 94.12% | 85.71% | 86.67% |
| Other/NA | 40% | 60% | 60% |
| Total | **81.16%** | **73.49%** | **75.79%** |

An analysis of pass rates by major reveals notable trends in student performance. Students majoring in Psychology, Sociology, and Interdisciplinary Studies consistently achieved high pass rates, often above 85%, with some reaching 100%. In contrast, Core Curriculum students had the lowest pass rate in Spring 2025 (58.82%), suggesting challenges among general education or early-career students. Criminal Justice majors, the largest cohort, showed a decline from 81.25% in Fall 2024 to 70.37% in Fall 2025. Overall, the data suggest that students in focused academic pathways tend to perform more consistently, while broader or undecided groups may benefit from additional educational support.

***Table 10 – Number and Pass Rates by Discipline***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Fall 2024** | | **Spring 2025** | | **Fall 2025** | |
|  | **#** | **%** | **#** | **%** | **#** | **%** |
| Criminal Justice | 16 | 81.25% | 28 | 71.43% | 27 | 70.37% |
| Psychology | 8 | 87.5% | 8 | 75% | 10 | 90% |
| Kinesiology | 5 | 100% |  |  |  |  |
| Political Science | 4 | 75% |  |  |  |  |
| Sociology | 3 | 100% | 5 | 80% | 5 | 100% |
| Interdisciplinary Studies | 3 | 100% |  |  | 6 | 83.33% |
| Core Curriculum |  |  | 17 | 58.82% | 18 | 72.22% |
| Other Majors | 30 | 73.3% | 25 | 84% | 29 | 72.41% |

### Average GPA:

In Fall 2024, the overall GPA for students was 2.57, while the course GPA for CRJU 1105 was slightly higher at 2.61. This suggests that students, on average, performed marginally better in this course than they did across their full academic schedules, indicating either strong alignment with the course material or effective instruction during that term.

In contrast, Spring 2025 showed a decline in both metrics. The overall GPA dropped to 2.47, and the course GPA decreased further to 2.42—the lowest among the three terms. This indicates a general downturn in academic performance during this period, with CRJU 1105 following the broader trend. The sharper drop in course GPA compared to overall GPA could reflect increased difficulty, instructional variability, or disengagement during the spring term.

By Fall 2025, the overall GPA rebounded to 2.57, returning to the level observed in Fall 2024. However, the course GPA only rose to 2.53, remaining below both its Fall 2024 value and the overall student GPA. This suggests a partial recovery in course performance, but not a full return to prior success levels. The slight lag in course GPA relative to the overall GPA may point to ongoing challenges specific to CRJU 1105 instruction, content, or student engagement.

***Table 11 – Average Overall GPA vs Course GPA***

|  |  |  |
| --- | --- | --- |
|  | Overall Student | Course |
| Fall 2024 | 2.57 | 2.61 |
| Spring 2025 | 2.47 | 2.42 |
| Fall 2025 | 2.57 | 2.53 |

# 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.*

To ensure long-term consistency and quality in the delivery of CRJU 1105, our team has developed a sustainable infrastructure to maintain and update course materials. At the core of this plan is a D2L template sandbox that contains all essential course components, structured to align with departmental goals, learning outcomes, and quality standards.

Each semester, this template will be uploaded into the CRJU 1105 course shell, providing a consistent foundation for instruction. Faculty are supported by a set of detailed instructions (provided and attached) that clearly outline:

* What content must be retained to maintain course integrity
* What elements faculty can the faculty customize
* Step-by-step guidance on how to implement the template in their course shell

To further enhance accessibility and version control, a LibGuide repository has been developed. This serves as an open-access resource that houses all course-related materials, reference links, and instructional assets. The LibGuide ensures that faculty and staff always have access to the most up-to-date and pedagogically sound resources, promoting sustainability and scalability across terms.

Through this structured, repeatable process, we aim to maintain the academic integrity of CRJU 1105 while allowing for thoughtful updates and continuous improvement over time.

After the completion of the Spring 2026 semester, it will be imperative that we evaluate whether these materials are adequate and effectively deliver the quality of content we need for this introductory course. The feedback and information gathered will be beneficial, as we have adjunct instructors teaching this course alongside the OER materials for the Spring 2026 semester. We must assess both instructors’ and students’ feedback regarding the future use of these course materials. As a program unit, we need to discuss whether we plan to continue providing open-access educational resources or return to a more affordable textbook option. Furthermore, we can discuss whether other courses would be suited to these types of open-access educational resources.

# 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.*

This project has significantly influenced the approach of selection and design of learning materials moving forward. By intentionally curating and aligning course content within a standardized template, we became more critically aware of the importance of consistency, accessibility, and intentional design in fostering student engagement and success.

The process emphasized the value of core, reusable content that can be easily adapted without compromising instructional quality. It also highlighted the importance of providing clear guidance for faculty, ensuring that each instructor delivers a course experience that is coherent and equitable across sections.

Additionally, the integration of open-access resources via the LibGuide has reinforced my commitment to using materials that are not only high-quality but also affordable and sustainable for students. Moving forward, we plan to prioritize (with guidance and discussion among the department):

* The use of open educational resources (OER)
* Materials that are flexible and adaptable across modalities
* Tools that support inclusive and transparent course design

However, the integration of open-access resources must meet the course and program objectives. In the process of selecting materials, we need to ensure we are not prioritizing cost over quality. We want to ensure students are getting not only an affordable but also a quality course and education.

Overall, this project has deepened awareness of how thoughtful material selection directly impacts student learning and has reshaped our course design philosophy to be more student-centered, scalable, and sustainable.

# 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.*

As part of this project, we received IRB approval to collect and analyze survey data related to students’ experiences and preferences regarding course materials—specifically, their interest in and access to open educational resources (OER).

A more detailed analysis of this data is currently underway, with the intent to draft a Scholarship of Teaching and Learning (SoTL) paper focused on student perspectives and desires regarding open-access learning materials. This paper will explore how access, affordability, and transparency in course content affect student engagement, satisfaction, and academic success.

We anticipate submitting the manuscript for publication in a peer-reviewed journal that focuses on higher education, instructional design, or open pedagogy. Additionally, we are exploring opportunities to present our findings at teaching and learning conferences and to contribute to the growing body of research on sustainable, student-centered course design.