Cleaning 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.usg.edu/s3/ALG-Final-Report-Submission-Form) 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: 12/15/2021**

**Grant Round: 18**

**Grant Number:541**

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

**Project Lead: Lisa Jellum**

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

* **Jason Hitzeman, Professor of Health Science,** [**jhitzema@highlands.edu**](mailto:jhitzema@highlands.edu)
* **Melanie Vincent, Librarian,** [**mvincent@highlands.edu**](mailto:mvincent@highlands.edu)

**Course Name(s) and Course Numbers: SMGT 2300**

**Semester Project Began: Fall 2020**

**Final Semester of Implementation: Fall 2021**

**Total Number of Students Affected During Project: 26**

# 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*

The overall experience with the transformation grant was positive. Like many initial adoptions, we ran into snags that required quick revision of the material to fit learning outcomes, or already made exams. The team learned during the first semester of adoption that there were multiple places to change to fit the learning at Georgia Highlands College, and over the course of the Spring (2021) and Summer these changes were made to adapt the distributed textbook to the course being taught. As a result, there were an increase of ABC grades given and a decrease of DFW grades in the Fall 2021 semester.

The challenges of creating a textbook in COVID times we saw a drastic reduction in students within the department. Some of this reduction was in line with the overall reduction of students at the college, and some was due to our target population having to switch majors during COVID to have better transferring success due to the loss of seasons, students were able to move to other schools quicker, but in doing so typically had to move back to a general studies major to take courses to allow for quick transfer. In Fall 2021, we have projections to be back on pace for spring/fall and possibly summer offerings at full capacity of 38 students.

The transformation had impacts on students in our majors because a lot of the students are athletes, with very little financial aid available for them, so having a free/low cost text book is important in courses they take because they are trying to stay at GHC for the least amount of money. This is different than our typical GHC student who is commuting to the campus, although everyone is trying to save money, this group of sport management majors is required to live away from home, having to pay for rent, food, utilities, etc. We hope to see a better mix of students in these majors being athletes/non-athletes in the future, through targeted marketing.

Overall, having degree pathways that are completely no cost to the student for textbook is the goal of the health sciences. Thus, continuing to create/remix/revise textbooks to be free to the students of the health sciences is a mission we plan on continuing.

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

Things that we would collectively do different are:

* Letting students have access to the entire text right up front- This will be rectified in future semesters now with the creation of the Manifold text.
* Adding more supporting material to the great text- Students at this level are more likely to need support for knowledge acquisition.
  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.*
* Manifold Text- CC BY- This is the remixed text in its entirety.
* PowerPoints of Chapters- CC BY- The PowerPoints are up on the LibGuide for every chapter in the text.
* Mini Lecture Videos- CC BY- Mini Lectures let the students know what to expect in the chapters.
* Lib Guide can be found: [https://getlibraryhelp.highlands.edu/c.php?g=1203630](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fgetlibraryhelp.highlands.edu%2Fc.php%3Fg%3D1203630&data=04%7C01%7Cljellum%40highlands.edu%7Cd014b24fed114c1ef24208d9c33b2ac9%7C7f8154b777a347c99255e23ec5d69519%7C0%7C0%7C637755481161795944%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=spataQeu1kniBzmcwlAHO1zYtrW2mRatX7ER07T7Xjg%3D&reserved=0)

# Quotes

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

*“*I wouldn't change anything about this class concerning the instructor/ textbook. “

“Free textbooks helps with students that doesn’t have the money and it makes it easier for everyone to get the knowledge they need.”

“Using a free textbook definitely helps me out. I have to take out loans to help pay for school and rent and don't have much money left over for expensive textbooks.”

# 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: \_\_\_\_\_26\_\_\_\_\_

* Positive: \_\_\_\_\_100\_\_ % of \_\_\_\_10\_\_\_\_ 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:

* \_x\_ 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?**

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

\_\_\_\_\_23\_\_% of students, out of a total \_\_\_26\_\_\_ students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

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

*[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.*

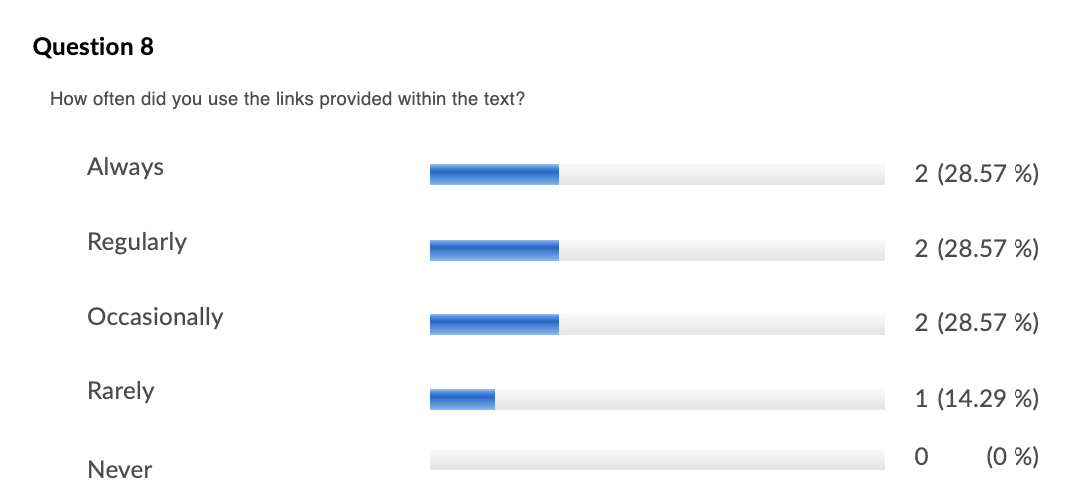
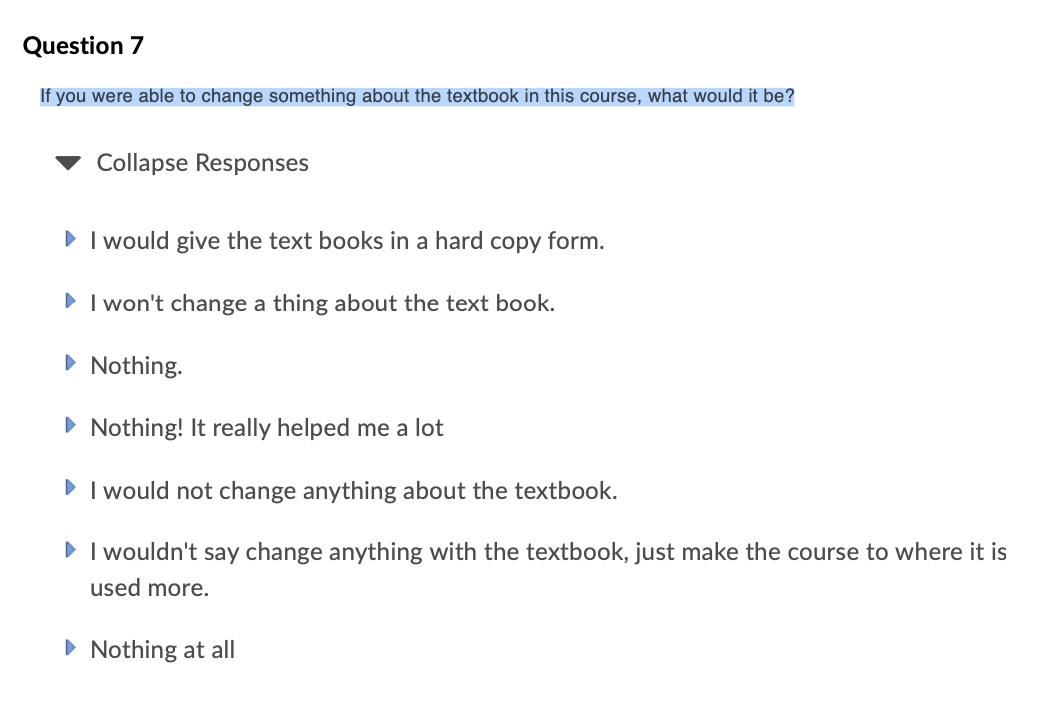
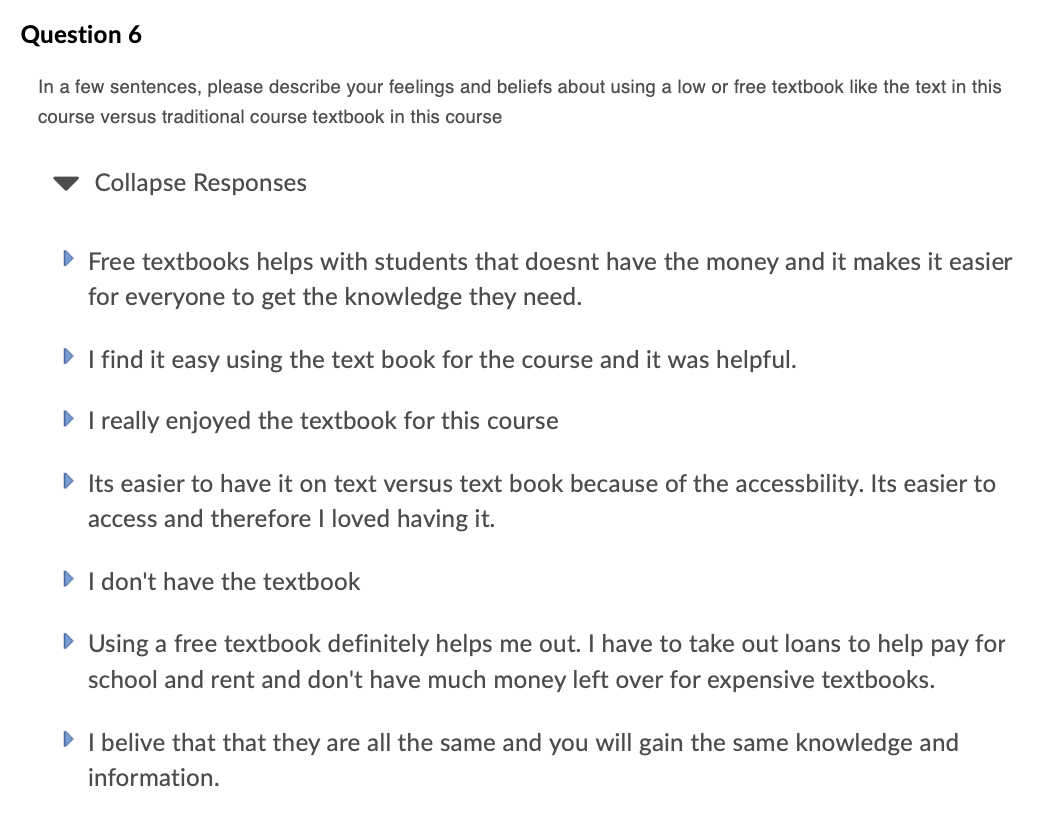
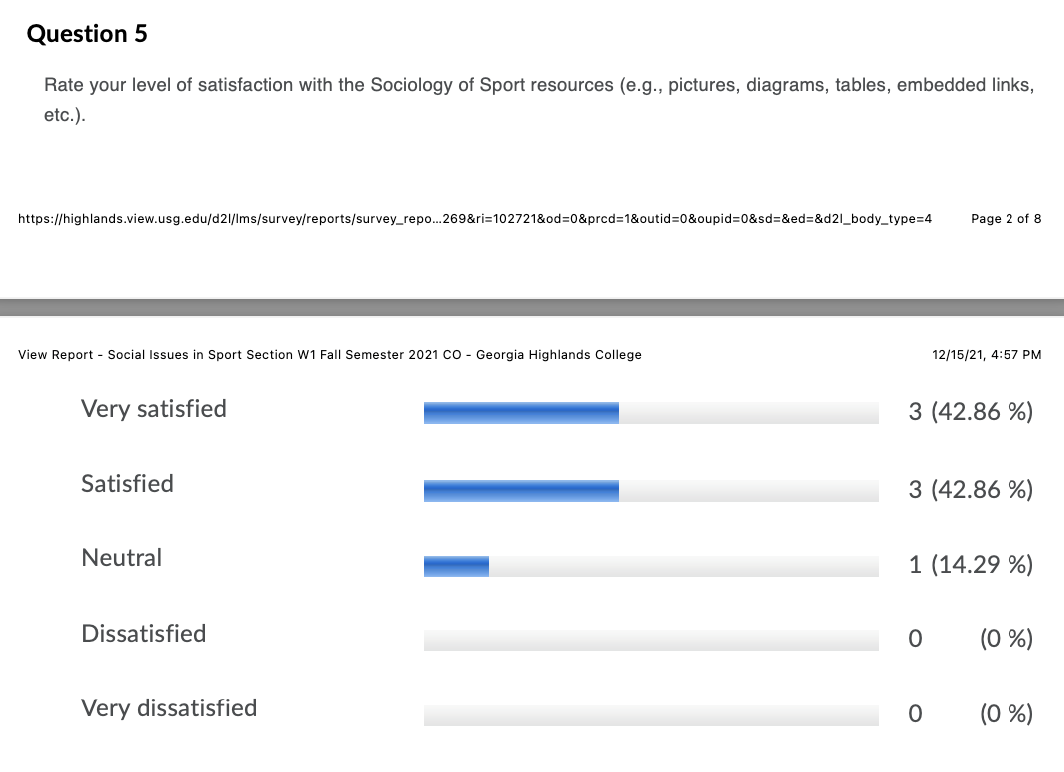
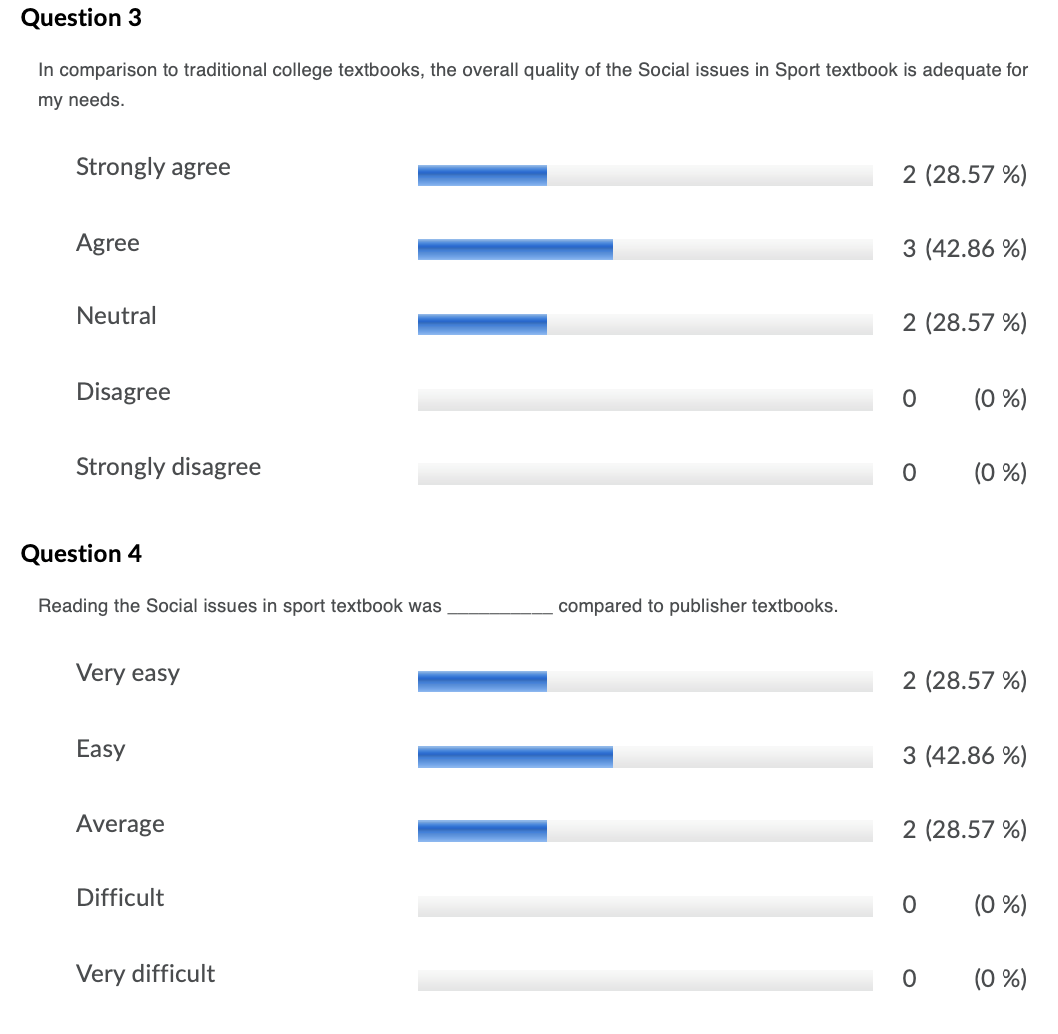
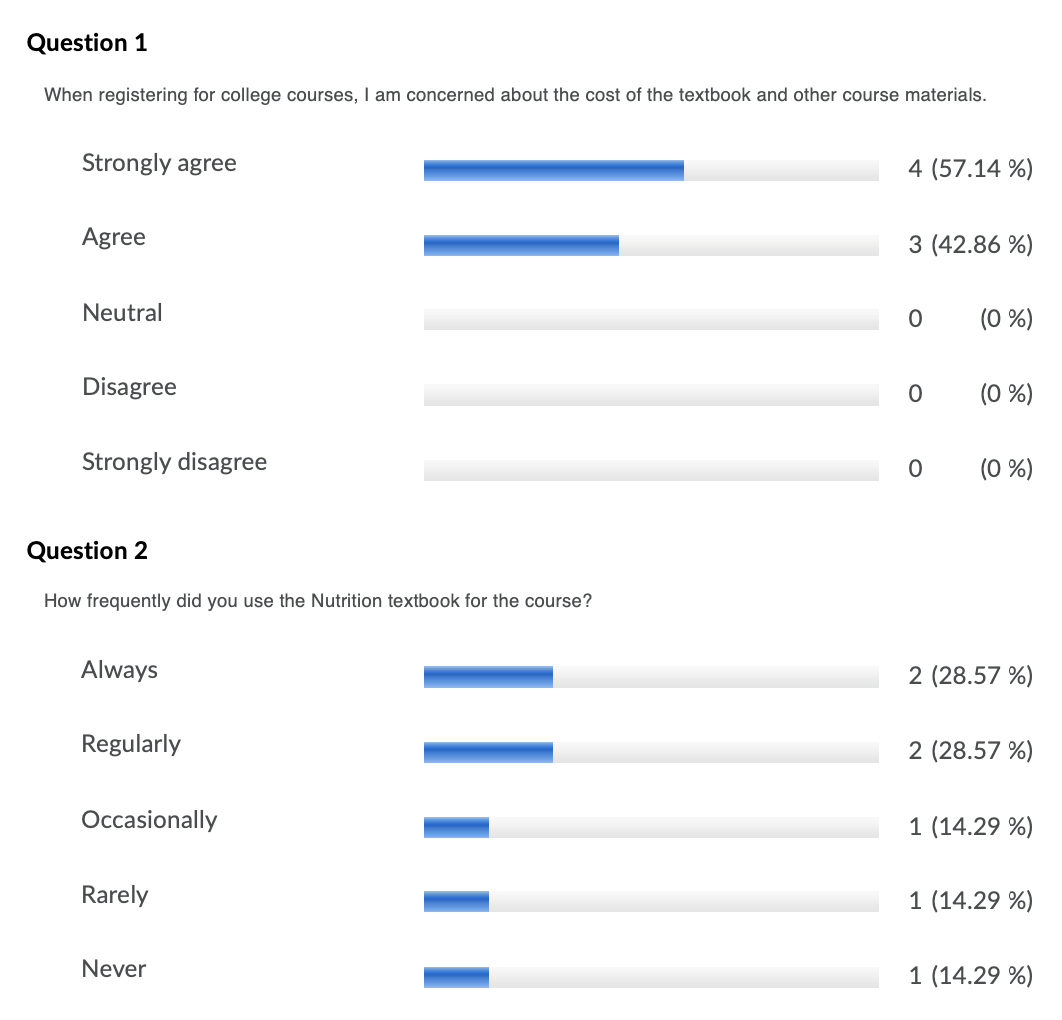
The Transformation Grant that was used for SMGT 2230 showed many significant improvements in the success of learning objectives, course completion rates, and failure rates in the second semester of implementation, and overall withdrawal from previous semesters.

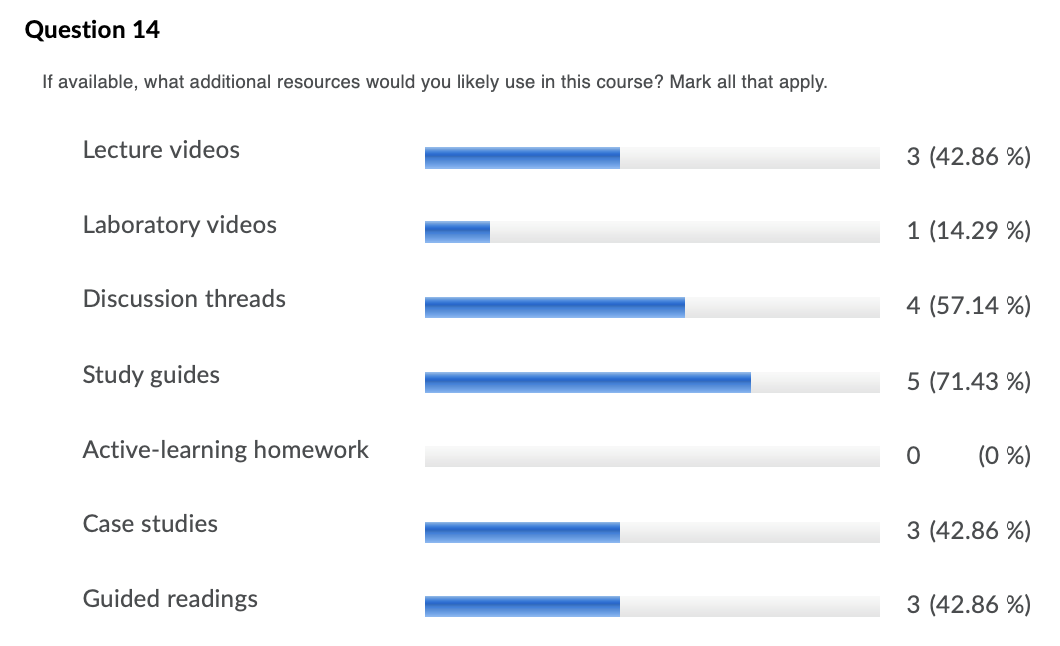
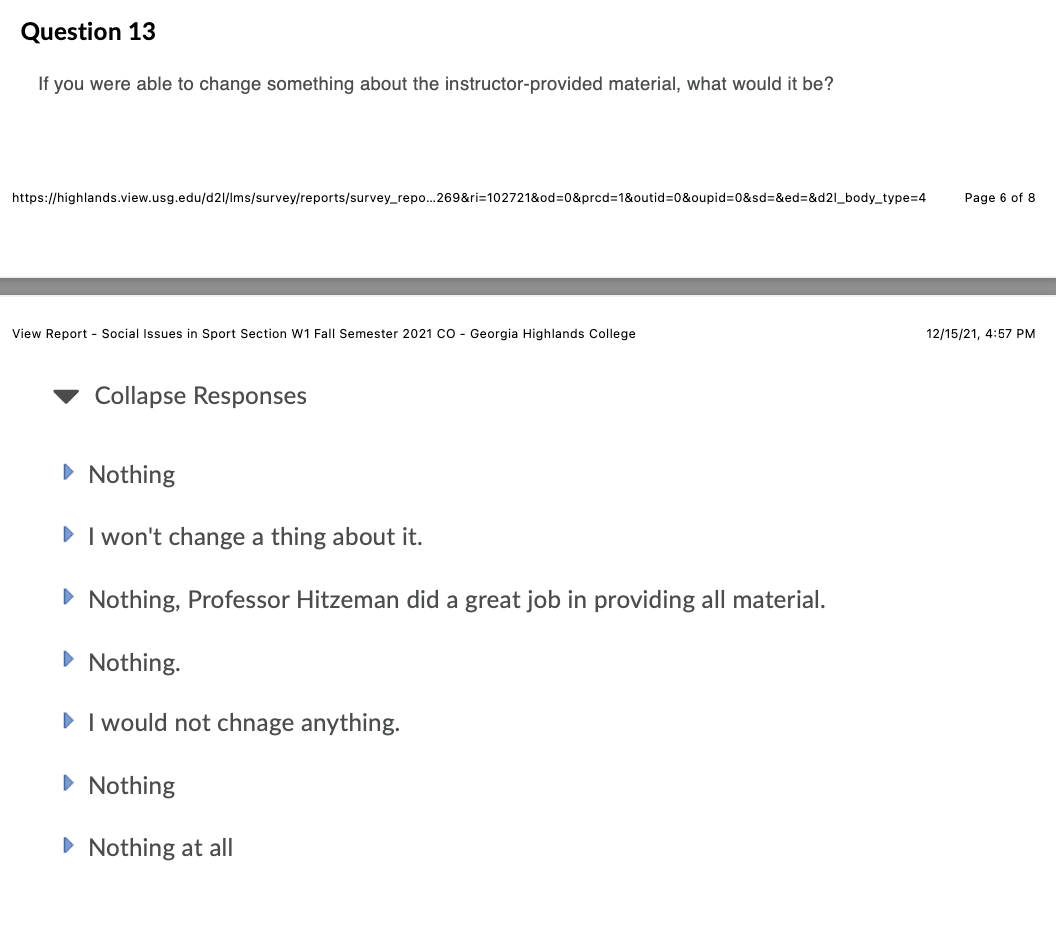
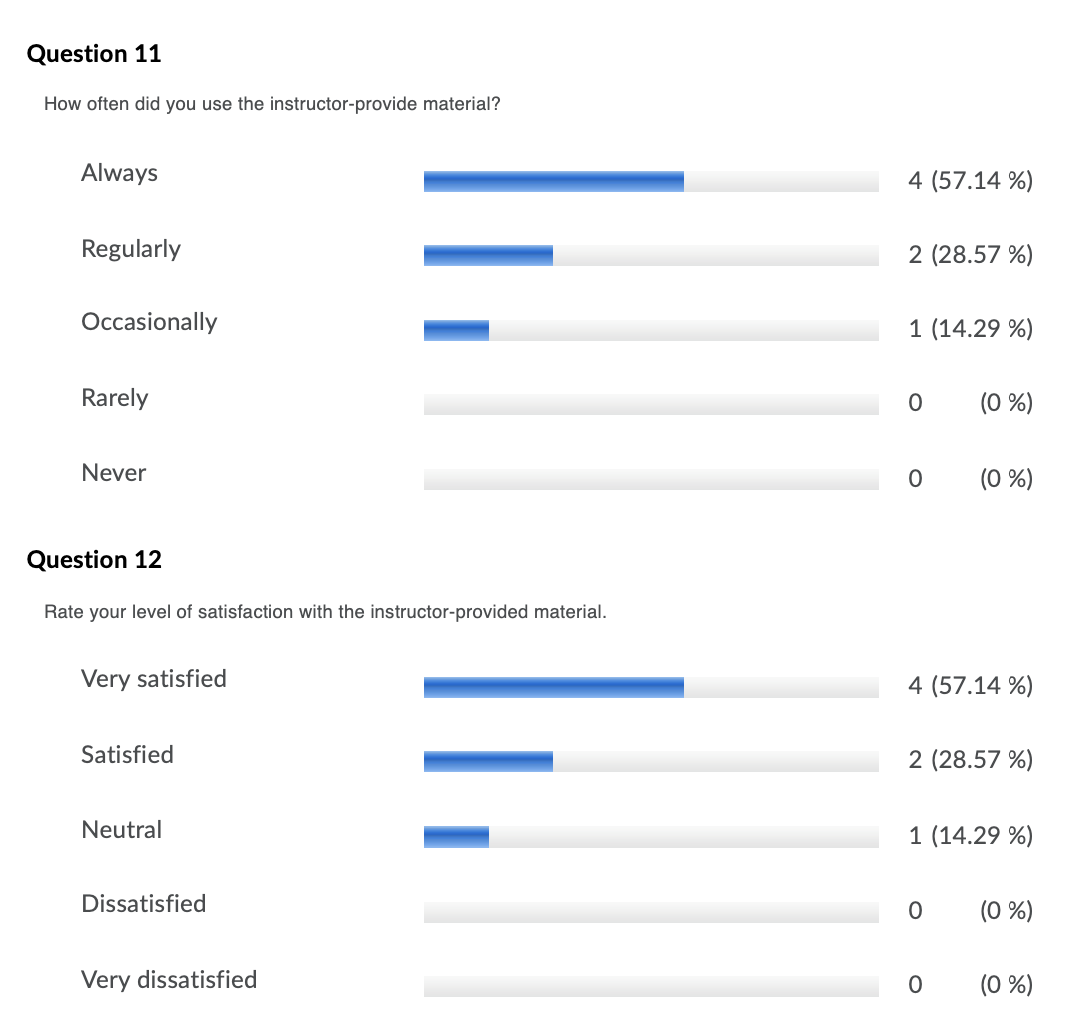
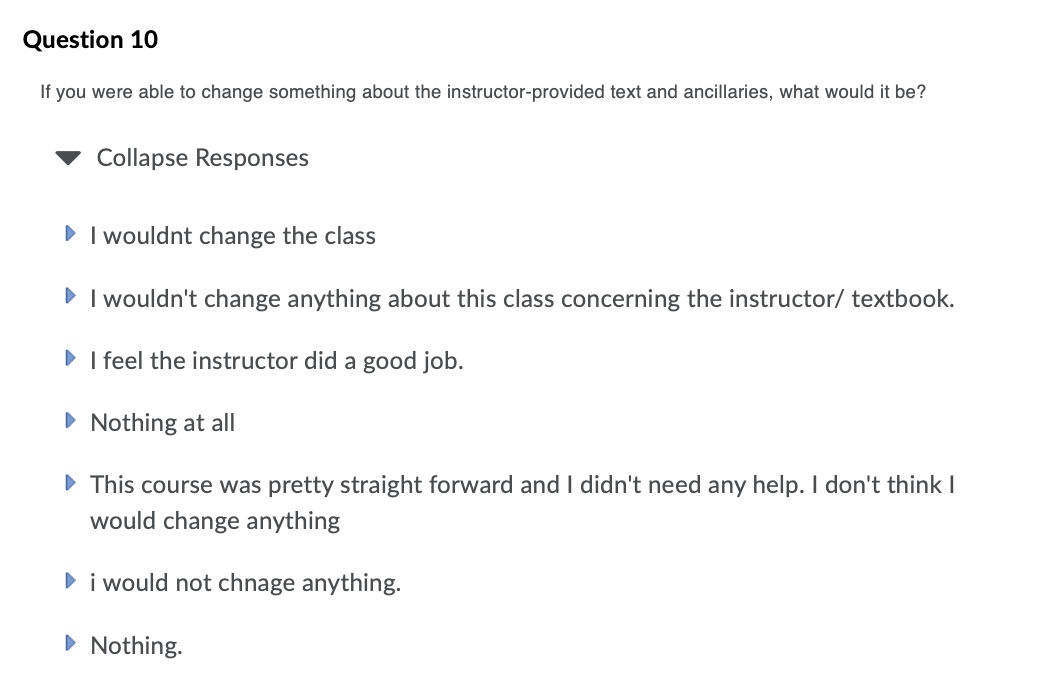
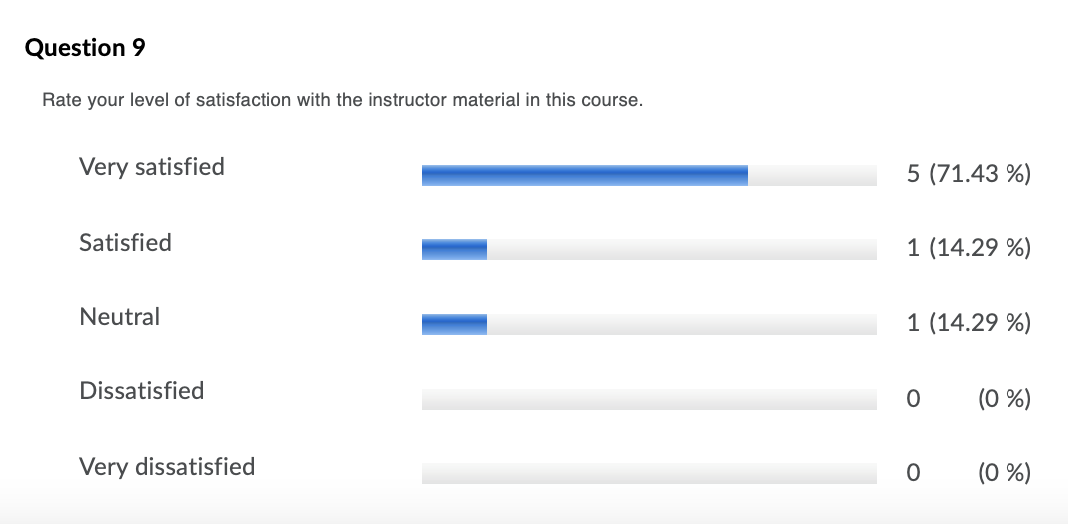
The pre-implementation Sociology of Sport course in Fall of 2020 had an ABC rate of 89% and a DFW rate of 11%. In the first implementation semester in Spring 2021, the ABC rate dipped to 60% and the DFW was 40%. The second semester of implementation Fall of 2021 the ABC rate went back up to near pre-implementation percentages of 80% and DFW rates were 20%.

In disaggregated data, it is important to note that of the 5 students failing in Spring 2021, 4 of the students were F$ which is an indication that the students did not finish at least 40% of the course, which fits the narrative during COVID times for students to be sick, family to be sick, or other extraneous variables that would contribute to students starting a course and not being able to finish it.

In the second semester of implementation (Fall 2021), there was an increase in the distribution of B (+20%) and C (+5%) grades. Fall of 2021 also saw the same percentage of students receiving A course grades, and an increase of D (+5%) and W (+10%).

The average course GPA in Fall 2020 was 2.7 and Fall 2021 was 2.89. Therefore, there was an increase of +.19 in GPA from pre-implementation to the last semester of implementation (Fall 2021). This course sampling was relatively small as the projected enrollment of the course was hindered by two factors, COVID-19 related overall enrollment drop and changing of major for athletic participants to transfer quicker because of the gap in playing year 2020-2021. The enrollment is projected to be back to 72 students or more needing SMGT 2230 in AY 2022-2023 with current enrollment trends.

The qualitative data that was gathered as an end of semester survey. The results are as follows:



The student learning outcomes for the class are as follows:

1. Discuss what constitutes a “sport” and why sociologists study sports.
2. Use sociological concepts and theories to raise critical questions about sports.
3. Explore the relationship between sports, culture, and society.
4. Analyze the relationship between sports and stratification by gender, race, and class.
5. Understand the relationship between sports and major social institutions.
6. Examine controversies in sports and related programs using a sociological perspective.

For SLO 2 and 3, 5, and 6 is very easy to see where the adoption would help support the use of theory learned in the text and exploration. For SLO 1 and 4 the text book was used to support the Analysis and discussion of the topics.

# 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 qualitative survey given to the students in Fall 2021, indicated that having lecture videos, case studies and guided readings would be beneficial to the course. As the sport landscape changes, it is important to keep the information in the text up-to-date. It is also important that the group keeps the links up-to-date to ensure the data, readings, and material is accessible to all the learners using the LibGuide. The material is currently developed using universal design for learners with closed captioning, Alt-Tagging, and other accessible design. This design will need to be updated periodically to ensure design features are still accessible.

# 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 influence this project has had on the team is highly influenced by looking at the impact of a small change has had and the overwhelmingly positive student feedback that has been given by the students. Thus, we have been looking at other courses within the majors “sport management and recreation administration” at GHC to be no-cost so that there can be more lower-cost degrees at GHC. As this textbook is a great opportunity for other University System schools to use as the “social issues in sport” is a seminal course in the pathway, it would be worth while to look at other seminal USG courses within the degrees and start to develop OER for those courses as well.

# 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.*

This course development and the implementation of this text was a large-scale project for a relatively small amount of students within the direct implementation, but it would interesting to follow the adoption on galileo as the reach of a textbook and ancillaries in this field could reach as many as the “high” enrollment courses in the core education. Thus, it could be a valid research opportunity for the team to look at a niche of research that has not been looked at, at this time.

# 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.*