UNIVERSITY SYSTEM
OF GEORGIA

Christina Wolfe & J. Sean Callahan

Introduction to Sociology

Affordable Learning Georgia

Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- Linked Syllabus
  - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- Initial Proposal
  - The initial proposal describes the grant project's aims in detail.
- Final Report
  - The final report describes the outcomes of the project and any lessons learned.

Initial Proposal

Application Details

Manage Application: ALG Textbook Transformation Grants Round Five

Award Cycle:	Round 5
Internal Submission Deadline:	Tuesday, December 15, 2015

Application Title:	225
Submitter First Name:	Christina
Submitter Last Name:	Wolfe
Submitter Title:	Assistant Professor of Sociology
Submitter Email Address:	cwolfe@highlands.edu
Submitter Phone Number:	706-368-7622
Submitter Campus Role:	Proposal Investigator (Primary or additional)
Applicant First Name:	Christina
Applicant Last Name:	Wolfe
Co-Applicant Name(s):	Dr. J. Sean Callahan
Applicant Email Address:	cwolfe@highlands.edu
Applicant Phone Number:	706-368-7622
Primary Appointment Title:	Assistant Professor of Sociology
Institution Name(s):	Georgia Highlands College

Team Members (Name, Title, Department, Institutions if different, and email address for each. Include the applicant in this list.):

Ms. Christina M. Wolfe, Assistant Professor of Sociology, Division of Social Sciences, Business, and Education, cwolfe@highlands.edu

Dr. J. Sean Callahan, Assistant Professor of Psychology and Director of Diversity Initiatives, Division of Social Sciences, Business, and Education, scallaha@highlands.edu

Sponsor, (Name, Title, Department, Institution):

Dr. Alan Nichols, Department Head, Division of Social Sciences, Business, and Education, anichols@highlands.edu

Proposal Title: 225

Course Names, Course Numbers, and Semesters Offered:

Introduction to Sociology, SOCI 1101, Fall 2016, Spring 2017, Summer 2017 and beyond

Final Semester of Instruction (This is your final semester of the project):	Fall 2016
Average Number of Students per Course Section:	28
Number of Course Sections Affected by Implementation in Academic Year:	10
Total Number of Students Affected by Implementation in Academic Year:	280
List the original course materials for students (including title, whether optional or required, & cost for each item):	Required Course Materials Henslin, J. (2015). Essentials of Sociology, 11th ed., $182.40 Optional Course Materials REVEL for Essentials of Sociology, 11th ed., $65.00
Proposal Categories:	OpenStax Textbooks
Requested Amount of Funding:	$10,800
Original per Student Cost:	$247.40
Post-Proposal Projected Student Cost:	$0
Projected Per Student Savings:	$247.40
Plan for Hosting Materials:	D2L

Project Goals:

We intend to provide free, high quality learning materials for Georgia Highlands College students who take Introduction to Sociology (SOCI 1101) by converting from current purchased textbook and adopting the OpenStax's College Introduction to Sociology, 2nd ed., e-textbook.

We will develop and receive Quality Matters approval for SOCI 1101 sections taught fully online as well as via traditional face-to-face instruction based on the OpenStax text. This will provide opportunities for additional instructors at Georgia Highlands College to adopt the OpenStax text through provision of a master course template and materials.

By adopting Open Educational Resources (OER) materials, we expect to see an increase in enrollment and retention as well as completion rates of our students.

The adoption of free, open, high quality resources also makes higher education more affordable to a higher number of Georgia Highlands College students, thus contributing to the goals of Complete College Georgia.

To evaluate and assess the effectiveness of this conversion we will measure students' perceptions and experiences and course success rates with OER materials compared against courses not using OpenStax.

Statement of Transformation:

The recent push by the current administration to make community college free to anyone who wants to attend makes it imperative that the costs associated with pursuing a degree as affordable as possible (Mason, 2015). Georgia Highlands College (GHC) is an open access institution that offers high quality education at a reasonable price. Many of the students who attend GHC, however, come from backgrounds and are in life situations that impede them from purchasing the expensive learning materials. Many of these same students are also required to enroll and successfully complete SOCI 1101 (in Area F category). The market costs for the current textbook is $182.40, which does not include the recommended supplemental materials which costs an additional $65.00 for a total cost of $247.40. This is an extremely expensive option for many of the students who attend this institution. As a result of this transformation, the collective savings for students in these ten sections is $69,272 each academic year. Georgia Highlands College As the course is developed and more faculty adopt the redesigned course, the potential collective student savings is over $200,000.

The families of our students are also impacted by this transformation, as many them use financial aid to help support households, pay for childcare, and for transportation to and from school. Introduction to Sociology is a required course for students in our Dental Hygiene, Nursing, Occupational Therapy, and Pre-Physical Therapy associates degree programs. Students in these programs are disproportionately female, and many are single parents and/or adult learners from low-income backgrounds who struggle to afford course materials. No-cost, high quality OER helps alleviate the deleterious factors that impede student success.

For example, students will have access to the OpenStax College e-textbook at the start of the semester, rather than two weeks into the semester (after they receive financial aid overpayment), and are able to complete readings, quizzes, and tests associated with the course in a timely manner, thus increasing retention, course success, and graduation rates. The conversion to Open Educational Resources would attract more students to take courses in our Sociology program. More broadly, this move towards no-cost, easily accessible learning materials supports the mission of GHC as an access institution. Sociology helps construct ways to understand and analyze the world. Increasing access to Sociology courses for our students in order to prepare them to thrive in a global society supports the institutional purpose and philosophy of Georgia Highlands College.

Transformation Action Plan:

The transformation action plan is comprised of three phases before course delivery in Fall 2016 (pre-planning, planning, and course redesign).

Pre-planning

This phase has already completed. OpenStax's College Introduction to Sociology, 2nd ed. e-textbook has been identified, reviewed, and selected as the primary textbook for SOCI 1101.

Planning and Course Redesign

These phases of the plan are already in progress. Activities, websites, articles, and videos are being identified and assessed for appropriateness and effectiveness as supplemental materials. The backward design process in Dee Fink's Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses and the American Association of Colleges and Universities' VALUE Rubric will guide course redesign. Fink's approach will provide the methodology for learning outcomes, while the VALUE rubric helps to support the development of integrative learning across the curriculum. Critical thinking and written communication are inherent components of this, and are skills students will use in both their educational and professional future.

This systematic reorganization, including the course syllabus revision, will occur during Summer 2016. Because this course is taught in both traditional and online formats, significant tie will be allotted to course redesign, including creation and revision of instructional content and assessment materials. Ms. Wolfe is the instructor of record and will serve as subject matter expert and identify course materials and ensure course compliance with the Quality Matters rubric. Dr. Callahan will serve as instructional designer, assist in identifying course materials, and design modules for access in D2L. Both Ms. Wolfe and Dr. Callahan will serve co-Investigators and work together to evaluate and assess student success and experience, including quantitative and qualitative survey construction and distribution, protocol development, and data analysis.

Quantitative & Qualitative Measures:	Quantitative and qualitative measures administered in the Fall, Spring, and Summer semesters of the 2016-2017 academic year will be used to gauge the impact on student success and experience. The quantitative assessment includes a pre- and post-survey to compare the perceived quality, experience, and satisfaction of students using OpenStax's Sociology and other online resources vs. previous semesters or classes using purchased textbook and materials. SPSS will be used to code and analyze data to determine if there is statistically significant difference in students' feelings toward the use of e-textbooks before and after course delivery. The achievement of learning outcomes, DFW rate delta, exam performance, and final course grades from sections using OpenStax will also be compared to previous-semester sections taught by Ms. Wolfe and same-semester sections taught by instructors using purchased textbooks with t-test comparison. Qualitatively, interviews and surveys will be used the gather information regarding students' comparisons of e-textbooks and materials and purchased textbooks. More specifically, this data will be analyzed for themes and patterns that help elucidate the effects of the adoption on student performance.

Timeline:

September 2015 to December 2015—Selected and reviewed OpenStax's College Introduction to Sociology, 2nd ed. e-textbook as an appropriate, high quality, OER

January 2016 to May 2016—Identify and locate no-cost, online, supplemental content materials

June 2016 to August 2016—Systematic course redesign to modules on D2L

July 2016—Course buyout/Overload begins for Ms. Wolfe and Dr. Callahan, if funded

Fall 2016—Redesigned course delivery of SOCI 1101, Data collection on student experience and success begins and continues throughout semester

December 2016-January 2016—Co-Investigators compile data and revise course per student

evaluations

Budget:

Christina M. Wolfe, Instructor of Record - $5000
Sean Callahan - $5000
Travel to Kick Off - $800
Total - $10,800

Sustainability Plan:

The larger scope of this project is to create a Quality Matters-approved master course template with modules consisting of assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage faculty to adopt the redesigned course. The master course and modules will also be made available to faculty at other USG institutions. Course materials will be maintained by Ms. Wolfe for use into the foreseeable future.

Affordable Learning Georgia Textbook Transformation Grants

Rounds Three, Four, and Five

For Implementations Beginning Summer Semester 2015

Running Through Spring Semester 2017

Proposal Form with References and Attachments

Submitter Name	Christina M. Wolfe
Submitter Title	Assistant Professor of Sociology
Submitter Email	cwolfe@highlands.edu
Submitter Phone Number	706-368-7622
Submitter Campus Role	*Proposal Investigator*
Applicant Name	*Christina M. Wolfe, Co-Primary Investigator/Team Lead*
Applicant Email	cwolfe@highlands.edu
Applicant Phone Number	706-368-7622
Primary Appointment Title	Assistant Professor of Sociology
Institution Name(s)	Georgia Highlands College

Team Members	*Ms. Christina M. Wolfe, Assistant Professor of Sociology* *Dr. J. Sean Callahan, Assistant Professor of Psychology and Director of Diversity Initiatives,* *scallaha@highlands.edu*			
Sponsor, Title, Department, Institution	*Dr. Alan Nichols, Department Head, Division of Social Sciences, Business, and Education,* *anichols@highlands.edu*			
Proposal Title	Making SOCI 1101 Affordable One Instructor at a Time			
Course Names, Course Numbers and Semesters Offered	SOCI 1101, 10, Fall 2016, Spring 2017, Summer 2017 and beyond			
Final Semester of Instruction	Course delivery will begin Fall 2016 and expected continue as long as the project is feasible and sensible.			
Average Number of Students Per Course Section	28	**Number of Course Sections Affected by Implementation in Academic Year**	10	**Total Number of Students Affected by Implementation in Academic Year** 280
Award Category (pick one)	☐ No-Cost-to-Students Learning Materials ☒ OpenStax Textbooks ☐ Specific Top 50 Lower Division Courses			
List the original course materials for students (including title, whether optional or	Henslin, J. (2015). Essentials of Sociology, 11th ed. Required Course Materials $182.40 REVEL for Essentials of Sociology, 11th ed.			

required, & cost for each item)	Optional Course Materials $65.00
Original Per Student Cost	$247.40
Post-Proposal Projected Per Student Cost	$0
Projected Per Student Savings	100%
Plan for Hosting Materials	☐ OpenStax CNX ☒ D2L ☐ LibGuides ☐ Other _____
Requested Amount of Funding	$10,800

1.1 REFERENCES

Open Educational Resources (OER) have proven a worthy response to the rising cost of textbooks. A review of the literature indicates substantial evidence for the success of the OER model; in fact, for community colleges in particular, the use of OER is considered a "best practice" (Myran, 2013).

For Georgia Highlands College specifically, the use of OER translates not only to cost savings for students, it is also closely aligned with the spirit embodied by the institution. Georgia Highlands College's philosophy is that education should be accessible and affordable, and the ever-increasing cost of textbooks, for students already struggling to pay tuition, can add an extra, unnecessary burden—a burden that OER can alleviate.

For Georgia Highlands College's SOCI 1101 students, the current text alone, at a cost of $182.40, represents 74% of the tuition for the class. When recommended supplemental materials are included, these costs exceed that of tuition. This additional financial obligation is at worst, so costly as to be an impediment—over 23 percent of students in one study said they "had occasionally not registered for a particular course or section because of the high textbook costs," and at best, an additional expense—one that 37 percent of students in the same study opted to forgo (Morris-Babb & Henderson, 2012).

The benefits of OER adoption go beyond the financial, extending to the curricular; the use of OER is considered "a success factor of positive teaching and learning practices" (Everard & Pierre, 2014). Additionally, a 2012 study found that the grades were higher for students in courses using OER compared to those using standard textbooks (Feldstein, Martin, Hudson, Warren, Hilton, & Wiley). A separate study assessing use of OER Psychology texts corroborated the positive effect on student grades, finding also an improvement in retention rates in classes that used open textbooks (Hilton & Laman, 2012). We expect to find a similar effect among Sociology courses. Given limited research on effects of OER Sociology text usage (Palmer & Schueths, 2013), our proposal stands to provide a significant contribution to literature supporting the positive impact of OER materials.

An increased rate of OER adoption will benefit students, who will see positive educational outcomes and higher affordability, and institutions, which will benefit from an increased rate of student retention.

References

Everard, A., & Pierre, K. S. (2014). A Case for Student Adoption of Open Textbooks. *Journal Of The Academy Of Business Education*, *15*66-76.

Feldstein, A., Martin, M., Hudson, A., Warren, K., Hilton, J. I., & Wiley, D. (2012). Open Textbooks and Increased Student Access and Outcomes. *European Journal of Open, Distance And E-Learning*, (2),

Hilton, J., & Laman, C. (2012). One college's use of an open psychology textbook.

Open Learning, *27*(3), 265-272.

Mason, K. C. (2015, January 20). *Obama: Community college should be 'as free and universal in America as high school'.* Retrieved from http://www.pbs.org/newshour/rundown/community-college-tuition-top-theme-state-union-speech/

Morris-Babb, M., & Henderson, S. (2012). An Experiment in Open-Access Textbook Publishing: Changing the World One Textbook at a Time. *Journal of Scholarly Publishing*, *43*(2), 148-155.

Myran, G. (2013). The New Community College Business and Finance Model. *New Directions for Community Colleges*, *2013*(162), 93-104.

Palmer, N., & Schueths, A. M. (2013). Online Teaching Communities within Sociology: A Counter Trend to the Marketization of Higher Education. *Teaching in Higher Education,* 18(7), 809-820.

1.2   LETTER OF SUPPORT

12/10/2015

To whom it may concern:

I write this letter as Dean of Social Sciences, Business, and Education at Georgia Highlands College in support of Christina Wolfe's proposal for an Affordable Learning Georgia Textbook Transformation Grant in Rounds Three, Four, and Five for implementation beginning Summer Semester 2015; running through Spring Semester 2017.

Professor Wolfe is proposing to continue a project of replacing the standard textbook in her SOCI 1101 (Introduction to Sociology) course with OpenStax texts and LibGuides. This will result in a savings for students of nearly $220 per student per course. I believe that this is an especially worthy undertaking here at Georgia Highlands, where many of our students depend on financial aid not only to meet the costs of their education but their living expenses as well. I would expect that continuing to adopt OER materials will help Georgia Highlands both in the areas of retention, a USG and Georgia Highlands initiative, and course completion, a long-standing USG goal. Currently, many students do not purchase expensive texts for courses and their performance suffers. By adopting the high-quality OpenStax text, a significant barrier to student performance and completion will be removed.

Professor Wolfe has a well-developed plan for shifting to the OpenStax text. I fully support this shift, and have encouraged other faculty in my Division to shift to OER, where available, for their courses. As an institution, Georgia Highlands strives to be at the forefront of the University System of Georgia's plans to make college affordable through lowering the cost of textbooks through use of OERs as well as seeking out low-cost texts. I believe Professor Wolfe is worthy of financial support as she works towards these ends and I strongly support her application for grant funding.

Best,

Dr. Alan Nichols
Dean, Division of Social Sciences, Business, and Education
Georgia Highlands College
3175 Cedartown Highway
Rome GA, 30161
706-368-7615
anichols@highlands.edu

Affordable Learning Georgia Textbook Transformation Grants

Rounds Three, Four, and Five

For Implementations Beginning Summer Semester 2015

Running Through Spring Semester 2017

Proposal Form and Narrative

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Submitter Email	cwolfe@highlands.edu
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Submitter Campus Role	*Proposal Investigator*
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Team Members	Ms. Christina M. Wolfe, Assistant Professor of Sociology Dr. J. Sean Callahan, Assistant Professor of Psychology and Director of Diversity Initiatives, scallaha@highlands.edu
Sponsor, Title, Department, Institution	Dr. Alan Nichols, Department Head, Division of Social Sciences, Business, and Education, anichols@highlands.edu
Proposal Title	Making SOCI 1101 Affordable One Instructor at a Time
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Plan for Hosting Materials	☐ OpenStax CNX ☒ D2L ☐ LibGuides ☐ Other _____
Requested Amount of Funding	$10,800

NARRATIVE

1.1 PROJECT GOALS

We intend to provide free, high quality learning materials for Georgia Highlands College students who take Introduction to Sociology (SOCI 1101) by converting from current purchased textbook and adopting the OpenStax's College Introduction to Sociology, 2nd ed., e-textbook.

We will develop and receive Quality Matters approval for SOCI 1101 sections taught fully online as well as via traditional face-to-face instruction based on the OpenStax text. This will provide opportunities for additional instructors at Georgia Highlands College to adopt the OpenStax text through provision of a master course template and materials.

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The adoption of free, open, high quality resources also makes higher education more affordable to a higher number of Georgia Highlands College students, thus contributing to the goals of Complete College Georgia.

To evaluate and assess the effectiveness of this conversion we will measure students' perceptions and experiences and course success rates with OER materials compared against courses not using OpenStax.

1.2   STATEMENT OF TRANSFORMATION

The recent push by the current administration to make community college free to anyone who wants to attend makes it imperative that the costs associated with pursuing a degree as affordable as possible (Mason, 2015). Georgia Highlands College (GHC) is an open access institution that offers high quality education at a reasonable price. Many of the students who attend GHC, however, come from backgrounds and are in life situations that impede them from purchasing the expensive learning materials. Many of these same students are also required to enroll and successfully complete SOCI 1101 (in Area F category). The market costs for the current textbook is $182.40, which does not include the recommended supplemental materials which costs an additional $65.00 for a total cost of $247.40. This is an extremely expensive option for many of the students who attend this institution. As a result of this transformation, the collective savings for students in these ten sections is $69,272 each academic year. Georgia Highlands College As the course is developed and more faculty adopt the redesigned course, the potential collective student savings is over $200,000.

The families of our students are also impacted by this transformation, as many them use financial aid to help support households, pay for childcare, and for transportation to and from school. Introduction to Sociology is a required course for students in our Dental Hygiene, Nursing, Occupational Therapy, and Pre-Physical Therapy associates degree programs. Students in these programs are disproportionately female, and many are single parents and/or adult learners from low-income backgrounds who struggle to afford course materials. No-cost, high quality OER helps alleviate the deleterious factors that impede student success.

For example, students will have access to the OpenStax College e-textbook at the start of the semester, rather than two weeks into the semester (after they receive financial aid overpayment), and are able to complete readings, quizzes, and tests associated with the course in a timely manner, thus increasing retention, course success, and graduation rates. The conversion to Open Educational Resources would attract more students to take courses in our Sociology program. More broadly, this move towards no-cost, easily accessible learning materials supports the mission of GHC as an access institution. Sociology helps construct ways to understand and analyze the world. Increasing access to Sociology courses for our students in order to prepare them to thrive in a global society supports the institutional purpose and philosophy of Georgia Highlands College.

1.3   TRANSFORMATION ACTION PLAN

The transformation action plan is comprised of three phases before course delivery in Fall 2016 (pre-planning, planning, and course redesign).

Pre-planning

This phase has already completed. OpenStax's College Introduction to Sociology, 2nd ed. e-textbook has been identified, reviewed, and selected as the primary textbook for SOCI 1101.

Planning and Course Redesign

These phases of the plan are already in progress. Activities, websites, articles, and videos are being identified and assessed for appropriateness and effectiveness as supplemental materials. The backward design process in Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* and the American Association of Colleges and Universities' *VALUE Rubric* will guide course redesign. Fink's approach will provide the methodology for learning outcomes, while the VALUE rubric helps to support the development of integrative learning across the curriculum. Critical thinking and written communication are inherent components of this, and are skills students will use in both their educational and professional future.

This systematic reorganization, including the course syllabus revision, will occur during Summer 2016. Because this course is taught in both traditional and online formats, significant tie will be allotted to course redesign, including creation and revision of instructional content and assessment materials. Ms. Wolfe is the instructor of record and will serve as subject matter expert and identify course materials and ensure course compliance with the Quality Matters rubric. Dr. Callahan will serve as instructional designer, assist in identifying course materials, and design modules for access in D2L. Both Ms. Wolfe and Dr. Callahan will serve co-Investigators and work together to evaluate and assess student success and experience, including quantitative and qualitative survey construction and distribution, protocol development, and data analysis.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Quantitative and qualitative measures administered in the Fall, Spring, and Summer semesters of the 2016-2017 academic year will be used to gauge the impact on student success and experience. The quantitative assessment includes a pre- and post-survey to compare the perceived quality, experience, and satisfaction of students using OpenStax's Sociology and other online resources vs. previous semesters or classes using purchased textbook and materials. SPSS will be used to code and analyze data to determine if there is statistically significant difference in students' feelings toward the use of e-textbooks before and after course delivery. The achievement of learning outcomes, DFW rate delta, exam performance, and final course grades from sections using OpenStax will also be compared to previous-semester sections taught by Ms. Wolfe and same-semester sections taught by instructors using purchased textbooks with t-test comparison. Qualitatively, interviews and surveys will be used the gather information regarding students' comparisons of e-textbooks and materials and purchased textbooks. More specifically, this data will be analyzed for themes and patterns that help elucidate the effects of the adoption on student performance.

1.5 TIMELINE

September 2015 to December 2015—Selected and reviewed OpenStax's College Introduction to Sociology, 2nd ed. e-textbook as an appropriate, high quality, OER

January 2016 to May 2016—Identify and locate no-cost, online, supplemental content materials

June 2016 to August 2016—Systematic course redesign to modules on D2L

July 2016—Course buyout/Overload begins for Ms. Wolfe and Dr. Callahan, if funded

Fall 2016—Redesigned course delivery of SOCI 1101, Data collection on student experience and success begins and continues throughout semester

December 2016-January 2016—Co-Investigators compile data and revise course per student evaluations

1.6   BUDGET

Christina M. Wolfe, Instructor of Record $5000
Sean Callahan $5000
<u>Travel to Kick Off</u>   <u>$800</u>
Total $10,800

1.7 SUSTAINABILITY PLAN

The larger scope of this project is to create a Quality Matters-approved master course template with modules consisting of assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage faculty to adopt the redesigned course. The master course and modules will also be made available to faculty at other USG institutions. Course materials will be maintained by Ms. Wolfe for use into the foreseeable future.

Syllabus

GEORGIA HIGHLANDS COLLEGE
Sociology 1101 – Introductory Sociology
Fall 2016
Web Section 3

Professor Christina M. Wolfe
E-mail Address cwolfe@highlands.edu
Office 139 Douglasville and F-145 Floyd
Office Phone 706-368-7622
Office Hours 9am-11am MW Douglasville, 12:30-2:30pm TTh Floyd and by appt.

Prerequisites Satisfactory placement scores or ENGL 0989

Required Readings
Introduction to Sociology from OpenStax College, 2nd Edition
https://openstaxcollege.org/textbooks/introduction-to-sociology-2e

Important Dates
Quizzes due by Sunday of each week
Discussion posts due by Thursday of each week
Discussion replies (minimum 2) due by Sunday of each week
Norm Violation Assignment – Thursday, Sept. 29, by 11:59pm
Last day to drop with a W – Wednesday, October 19
Visual Sociology Assignment – Thursday, Dec. 1, by 11:59pm

Course Learning Objectives
Upon completion of this course, you will be able to
- Compare, contrast, and apply the basic theoretical paradigms of sociology (Structural-Functional, Social-Conflict, and Symbolic-Interaction) and analyze two or more phenomena in society using the three perspectives.
- Identify and define the steps of the research process and evaluate claims (made in the research literature or by the media) in terms of validity, reliability, appropriate research methodology, and practical application.
- Define, identify, and explain culture, socialization, social interaction, groups, and social organization as basic building blocks of society and social experience and to apply this knowledge to explain why people conform to or deviate from societal expectations.
- Explain social stratification using theoretical perspectives to analyze economic, racial/ethnic, and gender inequality in a societal context.
- Explain social structure, provide examples of social structure (both at the macro and micro level), and to be able to express how important social institutions (such as family, religion, education, medicine, and others) shape society and social experience.
- Identify and interpret the impact of basic demographic trends in society and discuss mechanisms of social change.

Assignments and Grading

Assignment	% of Final Grade	Grading Scale
Weekly Quizzes	30%	A 90-100
Weekly Discussion Posts	15%	B 80-89
Norm Violation Assignment	15%	C 70-79
Visual Sociology Assignment	15%	D 60-69
Midterm Exam	10%	F < 60
Proctored Final Exam	15%	

Weekly Quizzes
Each weekly chapter quiz will have 15 multiple choice questions and will be graded out of 100 points. There will be 14 chapter quizzes over the course of the semester. **Your three lowest quiz scores will be dropped at the end of the semester.** You will have 30 minutes to complete each chapter quiz within D2L. All quizzes will be due by 11:59 p.m. Eastern Time on Sundays. Because your three lowest quiz scores will be dropped, if you miss a quiz, it cannot be made up for any reason. No extensions will be given for weekly quizzes for any reason.

Weekly Discussion Posts
Throughout the semester, you will be expected to respond to the discussion topics posted by the instructor. There will be fourteen discussion topics. **You are required to participate in ten of the fourteen topics.** Weekly discussion posts will be due by 11:59 p.m. Eastern Time on Thursdays. You will be expected to contribute one original post of at least <u>150 words</u> and replies to two other students' posts of at least <u>100 words</u> each by Sunday of each week. Each week will be graded out of 20 points (10 points for your original post and 10 points for your replies, worth 5 points each). <u>I strongly encourage you to check the word count for your posts as posts that do not meet the minimum word count will receive zero points.</u> You are expected to cite all sources used, *including your textbook*. Failure to cite your sources is considered plagiarism and may result in a failing grade for the entire course.

> <u>Discussion Board Expectations:</u>
> Failure to adhere to these guidelines may result in your removal from the course.
> - You must include a subject line for all posts.
> - Proofread! This includes proper punctuation and spelling. If I can't understand what you've written, you won't receive credit for your work.
> - Do not threaten, intimidate, or harass fellow students or myself in any way.
> - Think before you write. Do not make insensitive comments or perform inappropriate actions.
> - Control your temper. Part of this class is polite and intelligent discussion of each other's views.
> - Read without judging. Do not demean, devalue, or put down people in any way for their experiences.
> - Avoid any other forms of disruptive, socially unacceptable behavior.
> - If in doubt, don't do it.

Writing Assignments
You will be expected to submit two short writing assignments over the course of the semester. Grades will be based on comprehensiveness, grammar, complete answers, and readability. Students are

responsible for saving coursework in the event of an error or miscalculation. All course work must be completed and turned in on D2L Students experiencing problems should first refer to the help link, if additional assistance is needed contact the GHC Technology Center. ALL ASSIGNMENTS MUST BE DONE IN D2L--ASSIGNMENTS WILL NOT BE ACCEPTED THROUGH EMAIL. This is to protect the student and the instructor.

In the first assignment, you are to conduct a "breaching experiment." This "experiment" will require you to violate a social norm and to record what happens in response to your norm violation. You will need to collect data, describe your data collection process and discuss your findings.

In the second assignment, you will spend some time visually exploring the social world around you, taking your sociological imagination and the concepts, ideas and theories you've learned in class with you. You will take photographs of your surroundings and use those photographs to illustrate sociological concepts/ideas we have discussed throughout the semester.

Detailed assignment instructions for each assignment are posted on D2L. You may use your textbook and outside sources. However, you will need to make sure you cite ALL sources used according to APA, MLA, or other approved reference style (whichever you are most comfortable). Your written assignment MUST be uoloaded to the assignment dropbox as a .doc, .docx, or .pdf file. (Note: any document on a Mac can be turned into a .pdf by using File > Print. There are many free .pdf converters for PCs.) Your visual sociology assignment MUST be uploaded to the assignment dropbox as a .ppt or .pptx file. DO NOT paste your essay into the text box in the D2L dropbox for ANY reason. ALL submissions in this course will be submitted by the instructor to TurnItIn for plagiarism detection.

Late Assignment Policy
Papers will have 10% deducted from the final grade if they are turned in after the due date/time, even by one minute, and an additional 10% will be deducted for each subsequent day (24 hour period) that they are late, including weekends and holidays. Assignments will NOT be accepted more than one week late.

Incorrect files and/or unreadable files are not considered submitted on time and will be considered submitted when the corrected file is added to the assignment dropbox. I understand that sometimes things happen… computers fail, internet access falters, etc. However, these situations are the student's responsibility to sort out, not the instructor's. Late penalties will still apply, so be prepared and allow enough time to deal with problems that may arise.

Course Management
D2L is our learning management system. D2L allows you to easily keep up with your grades. Since I post grades on D2L as soon as grading is complete, all you have to do is check the Grades tab in D2L to see what your grades are. I can and will check to see how often you access D2L. **Check your student email and the course D2L page every day (Monday-Friday), as I will send out important announcements.** If you do not have access to your student email address and/or D2L, talk to someone in IT today so you can get access going forward.

Attendance
Students are expected to read and respond to the discussion boards. This counts as attendance and participation in the course. These discussions are part of the course grade and lack of participation will

result in an "F" for participation. In addition, students must maintain respectful at all times and use appropriate language in conveying their opinions. Failure to do that will result in a warning for the first infraction. Upon the second infraction the student will be removed from the discussion group and will forfeit remaining points for the semester. Students are expected to complete each assignment according to the time line presented in the course.

Email
All email correspondence related to this course should go through D2L or your student email account. Email is considered official correspondence at GHC and, as such, must be written in a professional manner. You must include a subject line, a proper salutation and valediction, and include proper punctuation and spelling.

I will make every effort to respond to your email within 24 hours of receiving it. However, be aware that I do not check my email on weekends or after 9pm. Due to FERPA, all electronic communication between students and faculty will be carried on via GHC accounts only; students who send email using other email accounts, such as Yahoo!, MSN, Comcast, Hotmail, etc., will not receive a reply. Students are responsible for proper maintenance of their GHC accounts (i.e. if your account is full and emails bounce back, this is YOUR problem to fix).

Policy on Student Responsibilities and Classroom Conduct
1. Students are responsible for attending all classes, taking notes, and obtaining other materials provided by the instructor, taking tests, and completing assignments as scheduled by the instructor. Students will be considered as non-attending if A) they have not logged into the course within 2 days of the start of class, and B) they have not completed the online policy, which indicates they have read the syllabus within 2 days.
2. Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.
3. Students are responsible for monitoring their grades. Grades are continually posted and updated on D2L. Any errors need to be brought to the instructor's attention within two weeks of being posted.
4. Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related to team sports, or other university activities. The instructor will determine the minimal attendance and participation required in order to meet course responsibilities.
5. Behaviors that disrupt other students' learning are not acceptable (e.g., arriving consistently late for class; cell phone use, reading non-course related materials, or social conversation during class), and will be addressed by the instructor.

Academic Integrity: The GHC Academic Integrity Code applies to all academic work, including, but not limited to, exams, tests, quizzes, papers, reports, presentations, lab work, artwork, experiments, or any other effort that would be used in assessing the student's grade. Work may be in written, oral, digital, or electronic form. All suspected cases of cheating and plagiarism will be immediately reported to the Campus Director of Student Life. Penalty for academic integrity violations may range from a zero for the assignment to failure of the course. No student shall knowingly perform; attempt to perform, or assist another student in performing an act of academic dishonesty, including the following:

Plagiarism: Submitting the words, ideas, opinions, or theories of another, except those that are common knowledge, without proper credit to that person. Unfair credit includes, but is not limited to, a direct quotation of all or part of another's words without the proper identifying marks and/or merely stating the general source in a bibliography without noting the specific source in a body of work.

Violations of other codes or regulations are outlined in the GHC catalog. Attempts to circumvent these policies through dishonesty are also considered breaches of the Academic Integrity Code.

Tobacco-Free Campus: Georgia Highlands College prohibits the use of tobacco products on any property owned, leased, or controlled by GHC. All faculty, staff, students, visitors, vendors, contractors, and all others are prohibited from using any tobacco products (i.e., cigarettes, eCigarettes, cigars, smokeless tobacco, snuff, chewing tobacco, etc.) while on GHC property.

Early Warning Program: GHC requires that all faculty members report their students' progress throughout the course of the semester as part of the institution-wide Early Warning Program (EWP). The objective of the program is to support academic success by reviewing early indicators of satisfactory student progress. In accordance with EWP, faculty members provide the Registrar's Office with academic reports of each student enrolled in their course(s) at checkpoints staggered throughout the semester.

Early Grades Statement: GHC offers a variety of part-of-term classes to allow our students to have flexible schedules. However, there are only three Semesters each year; Spring, Summer, and Fall. It is only at the end of each Semester that grades are rolled to academic history and available on the official transcript. After each part-of-term, as soon as Instructors have entered grades, they may be viewed online by logging into SCORE (https://discovery.highlands.edu:9986/pls/SCORE/twbkwbis.P_WWWLogin). Transcripts may also be request at any time by logging into the SCORE. Prior to the end of term, should a student need an early grade letter sent to another institution they may complete the request form and submit it to the Registrar's Office for processing (http://www.highlands.edu/site/registrar-forms). Please contact the Registrar's Office at registrar@highlands.edu if you need any assistance.

Financial Aid Statement (for students receiving financial aid): Federal regulations state that if a student did not attend classes and received failing grades, then the grades were not earned and financial aid needs to be reduced accordingly. **Any student receiving a 0.00 GPA will be required to prove that the 0.00 GPA was earned by attending classes or completing requirements for each class.** Students who have earned at least one passing grade for the semester will not be affected by this regulation. If a student has properly withdrawn from all classes, the student's financial aid should be adjusted from the time they signed the withdrawal form.

Extended Absences Statement: Students, who have circumstances that prevent them from continuing to attend classes over an extended period of time, sometimes request that the faculty member permit them to submit work in absentia to receive credit to complete the course. If the concurrent absences will constitute more than 15% of the class sessions for the term, then written permission from the Academic Dean is required BEFORE ANY COURSE ASSIGNMENTS CAN BE COMPLETED WHILE

MISSING CLASS. The student must be in good academic standing in the course to make the request. All approved coursework must be completed by the end of the semester in which the course was begun.

GHC Disability Statement: If anyone needs an accommodation due to a disability, discuss this with me during the first week of classes. GHC has resources available for students with certain disabilities. Accommodations may be made through Student Support Services. If you claim accommodations but do not provide the appropriate documentation from Student Support Services, I cannot and provide accommodations. Students who receive accommodations in my classes must meet with me to review and discuss the implementation of those accommodations. For more information please call 678-872-8000.

Course Outline

Dates for Topics		Readings and Activities	Due Dates & Times
Begin	End		
Saturday, Aug. 13	Sunday, Aug. 21	Make an introduction post in the class discussion board Complete course contract and syllabus quiz	Post by Sunday, Aug. 21, by 11:59pm Course contract and syllabus quiz by Sunday, 11:59pm
Monday, Aug. 22	Sunday, Aug. 28	Read Chapter 1 Complete Quiz 1 Post response for Discussion 1	Quiz 1 by Sunday, 11:59pm Discussion 1 by Thursday, 11:59pm
Monday, Aug. 29	Sunday, Sept. 4	Read Chapter 2 Complete Quiz 2 Post response for Discussion 2	Quiz 2 by Sunday, 11:59pm Discussion 2 by Thursday, 11:59pm
Monday, Sept. 5	Sunday, Sept. 11	Read Chapter 3 Complete Quiz 3 Post response for Discussion 3	Quiz 3 by Sunday, 11:59pm Discussion 3 by Thursday, 11:59pm
Monday, Sept. 12	Sunday, Sept. 18	Read Chapter 4 Complete Quiz 4 Post response for Discussion 4	Quiz 4 by Sunday, 11:59pm Discussion 4 by Thursday, 11:59pm
Monday, Sept. 19	Sunday, Sept. 25	Read Chapter 5 Complete Quiz 5 Post response for Discussion 5	Quiz 5 by Sunday, 11:59pm Discussion 5 by Thursday, 11:59pm
Monday, Sept. 26	Sunday, Oct. 2	Read Chapter 6 Complete Quiz 6 Post response for Discussion 6 Complete Norm Violation Assignment	Quiz 6 by Sunday, 11:59pm Discussion 6 by Thursday, 11:59pm Norm Violation Assignment by Thursday, 11:59pm
Monday, Oct. 3	Sunday, Oct. 9	Complete Midterm Exam (Chapters 1-6)	Midterm Exam by Sunday, 11:59pm

		Read Chapter 7 Complete Quiz 7 Post response for Discussion 7	Quiz 7 by Sunday, 11:59pm Discussion 7 by Thursday, 11:59pm
Monday, Oct. 10	Sunday, Oct. 16	Read Chapter 8 Complete Quiz 8 Post response for Discussion 8	Quiz 8 by Sunday, 11:59pm Discussion 8 by Thursday, 11:59pm
Monday, Oct. 17	Sunday, Oct. 23	Read Chapter 9 Complete Quiz 9 Post response for Discussion 9	Quiz 9 by Sunday, 11:59pm Discussion 9 by Thursday, 11:59pm
Monday, Oct. 24	Sunday, Oct. 30	Read Chapter 11 Complete Quiz 11 Post response for Discussion 11	Quiz 10 by Sunday, 11:59pm Discussion 10 by Thursday, 11:59pm
Monday, Oct. 31	Sunday, Nov. 6	Read Chapter 12 Complete Quiz 12 Post response for Discussion 12	Quiz 11 by Sunday, 11:59pm Discussion 11 by Thursday, 11:59pm
Monday, Nov. 7	Sunday, Nov. 13	Read Chapter 14 Complete Quiz 14 Post response for Discussion 14	Quiz 12 by Sunday, 11:59pm Discussion 12 by Thursday, 11:59pm
Monday, Nov. 14	Sunday, Nov. 20	Read Chapter 15 Complete Quiz 15 Post response for Discussion 15	Quiz 13 by Sunday, 11:59pm Discussion 13 by Thursday, 11:59pm
Monday, Nov. 21	Sunday, Nov. 27	Read Chapter 16 Complete Quiz 16 Post response for Discussion 16	Quiz 14 by Sunday, 11:59pm Discussion 14 by Thursday, 11:59pm
Monday, Nov. 28	Sunday, Dec. 4	Complete Proctored Final Exam (Ch. 9,11-12,14-16) and Visual Sociology Assignment	Proctored Final Exam Tues., Nov. 29 to Sat., Dec. 3 Visual Sociology Assignment by Thursday, 11:59pm

Final Report

Date: 7-7-17

Grant Number: 225

Institution Name(s): Georgia Highlands College

Team Members (Name, Title, Department, Institutions if different, and email address for each):
Christina M. Wolfe, Asst. Prof. of Soc., Georgia Highlands College, cwolfe@highlands.edu
J. Sean Callahan, Assoc. Prof . of Psy., Georgia Highlands College, scallaha@highlands.edu

Project Lead: Christina M. Wolfe

Course Name(s) and Course Numbers: Introduction to Sociology (SOCI 1101)

Semester Project Began: Spring 2016

Semester(s) of Implementation: Fall 2016 and Spring 2017

Average Number of Students Per Course Section: 27.5

Number of Course Sections Affected by Implementation: 8

Total Number of Students Affected by Implementation: 253

The goal of the project is to increase enrollment and retention as well as completion rates of our students. In working towards achieving this goal we adopted Open Educational Resources (OER). More specifically, we provided free, high quality learning materials by using the OpenStax Introduction to Sociology (2nd edition) textbook to Georgia Highlands College students who take Introduction to Sociology (SOCI 1101). We made this conversion from an expensive required textbook with an optional, recommended software package to an e-textbook and other OER materials with the intent to make higher education at Georgia Highlands College more affordable to a higher number of students. For this project, we reviewed materials for SaylorAcademy.org, MERLOT, NOBA, OpenStax College, and several others. The e-textbook from OpenStax College was chosen because of the ease of accessibility for students, compatibility with instructor's teaching style, and structural similarity to the previous required textbook.

The transformation experience was enjoyable, but not without its challenges. A major challenge in the transformation process was locating content that could be used without copyright infringement. This challenge was addressed through a thorough, focused search for material on the Internet. The search for supplementary materials resulted in a robust cache of interesting and effective content to support the OpenStax eTextbook.

The addition of videos from Khan Academy and "The Way We Live" series from Kanopy Streaming was appropriate for the goals of the project. The Khan Academy videos are brief 10-minute video reviews of key concepts in the social sciences. "The Way We Live" series presents sociological topics, major figures, and important research studies in sociology. The topics of the videos coincide nicely with the chapters in the book and positively influenced the transformation experience.

2. Quotes

- *"I really liked the online book because I could never lose it and as long as I had my phone I had my book. The chapters where long and a little hard to understand at times but overall it is a great book and I like it being online."*

- *"Thanks to not having to spend hundreds of dollars on books! It really makes a difference in less fortunate college students lives."*

- *"I am very satisfied with the open source textbook! The most attractive quality about the textbook is my ability to access it anywhere on nearly any device... Definitely makes it a breeze to get some review time in when it isn't feasible to use a traditional printed version."*

- *"My intro to sociology course is the first time I have used an OpenStax textbook. I can say the material presented in the book definitely helped me succeed in this class and prepared me for quizzes and exams. I would highly recommend this textbook!"*

- *"I believe that online text books are very easy to obtain and less hassle for students to keep up with. Also it goes right with the technology age."*

- *"I honestly loved the textbooks and the way you taught! I am so used to shuffling out an average $400 for textbooks each semester and I was able to get a hard copy book for only $20! It made class work so much better."*

3. Quantitative and Qualitative Measures
3a. Overall Measurements
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: 110 (58 respondents)
- Positive: 91.4% of respondents (53 of 58)
- Neutral: 6.8% of respondents (4 of 58)
- Negative: 1.7% of respondents (1 of 58)

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?

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)

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?

Drop/Fail/Withdraw Rate (face-to-face):
__23.1__% of students, out of a total _199_ students affected,
dropped/failed/withdrew from the course in the final semester of implementation.

Drop/Fail/Withdraw Rate (online):
__31.5__% of students, out of a total __54___ 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)

Term (Pre-transformation)	F	W	Total # Students	Percentage
Spring 2015	6	4	28	28.6%
Total	6	4	28	28.6%

DFW rates Online Course

Term (Post-transformation)	F	W	Total # of Students	Percentage
Fall 2016	7	3	27	37%
Spring 2017	1	6	27	26.9%
Total	6	9		31.5%

DFW rates Online Course

Term (Pre-transformation)	F	W	Total # of Students	Percentage
Fall 2015	8	7	88	17%
Spring 2016	7	3	54	18.5%
Summer 2016	2	1	14	21.4%
Total	17	11	156	17.9%

DFW rates Face-to-Face

Term (Post-transformation)	F	W	Total # of Students	Percentage
Fall 2016	10	12	83	26.5%
Spring 2017	12	12	116	20.7%
Total	22	24	199	23.1%

DFW rates Face-to-Face

3b. Narrative

In the semester directly after the transformation, DFW rates in the online course were significantly higher than when a traditional textbook was used (37% in Fall 2016 compared to 28.6% in Spring 2015). Because this department uses a seniority system is used to assign instructors to online course sections, only one online section of SOCI 1101, taught in Spring 2015, was available for comparison. For face-to-face courses, there was a similar spike in DFW rates in the semester immediately following the transformation as compared to previous semesters (26.5% in Fall 2016 compared to 17.9% average DFW for the three preceding semesters). We found this increase in DFW rates startling. Upon deeper investigation, we found that these courses had a higher than normal incidence of students who attended the first week of class (thus meeting federal student aid requirements) but who did not return to class after this. This was particularly an issue in the online section. Additionally, student readiness and lack of work-life-school balance have been discussed as factors impacting this finding.

In the second semester following the textbook transformation, DFW rates in both online and face-to-face sections stabilized. For the online section in Spring 2017, the DFW rate was lower than pre-transformation (26.9% in Spring 2017 compared to 28.6% in Spring 2015). DFW rates for face-to-face sections remained higher than pre-transformation (20.7% in Spring 2017 compared to 17.9%).

Class averages are also a point of interest. The average for online courses decreased by 14% from pre-transformation (Spring 2015) to post-transformation (Fall 2016). However, in the second semester following the transformation, the class average increased 5.42% over the pre-transformation section. Although the overall change from pre- to post-transformation on class averages has been negative, results from the Fall 2016 section look likely to be an outlier based on other course characteristics.

Class Averages (Pre-transformation)	Spring 2015		Combined Average
W3	74.33%		74.33%
Class Averages (Post-transformation)	Fall 2016	Spring 2017	Combined Average
W3	60.3%	79.75%	70.03%

Class Average-Online Courses

In the face-to-face classes, there is a slight decrease in the combined averages from pre-to post-transformation. From Fall 2015 to Fall 2015, there was a 2.64% decrease in the class averages, dipping from 78.58% to 75.84%. When compared against each other the combined averages for Spring 2016 and 2017 also decreased slightly by 1.46%. Some of this difference can be explained by differences in student populations between sites. Sections denoted with an F prefix feature more first-time students and students from middle-to-upper SES backgrounds. Sections denoted with a D feature a larger number of students from impoverished backgrounds and minority students. Again, student readiness and lack of work-life-school balance have been discussed as factors impacting this finding.

Class Averages (Pre-transformation)	Fall 2015	Spring 2016	Summer 2016	Class Averages (Post-transformation)	Fall 2016	Spring 2017
F1	77.14			F1	74.74	79.58
F2	82.55	76.4		F2	80.56	75.04
F3	80.29	74.67				
F4	74.32					
D1			73.42	D1	72.51	74.21
D2				D2		67.49
Combined Averages	78.58	75.54	73.42	Combined Averages	75.94	74.08

Class Averages Face-to-Face

In regards to qualitative data, 110 (55.84%) of the 197 respondents left comments to the open-ended question in the survey. The major themes are cost savings, ease of use, and access. Of those 110 responses, 43 (39.09% of total respondents) mentioned the financial

benefits of using OER materials. 28 (25.45% of total respondents) of the 110 responses mentioned the accessibility and usefulness of the OER materials.

4. Sustainability Plan
This course was developed to serve as a master course made available through D2L for adjunct and full-time faculty teaching SOCI 1101. The instructor has recommended the OpenStax Sociology eTextbook and shared materials collected with colleagues. Since the start of the project, two adjunct faculty members and one full-time faculty member have adopted the OpenStax Sociology eTextbook for SOCI 1101.

5. Future Plans

This iteration of the ALG project has had mixed results. Both online and face-to-face section of the course showed greatly increased DFW rates in the semester immediately post-transformation. We found this deeply concerning. However, students reported very positive feelings towards the OER textbook. In the second semester following the transformation, DFW rates approached those of pre-transformation. We intend to continue to collect data on the transformation for at least one more year to see if the DFW rates decrease for the online version in additional Fall and Spring semesters.

Adopting the OpenStax ebook has played an important role in removing some of the barriers to student's success. The web-based format of book made the flipped classroom approach easier, providing space for innovative and engaging in-class activities that provoke thought and support the journey toward mastery.