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Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Fifteen (Fall 2019 - Fall 2020)
Category:	University System of Georgia
Award Cycle:	Round 15
Submission Deadline:	09/16/2019 at 11:59 PM

Application Information

Submitted By:	Daniel Farr
Application ID:	3608
Application Title:	497
Date Submitted:	09/17/2019 at 8:41 AM

Personal Details

Institution Name(s):	Kennesaw State University
Applicant First Name:	Daniel
Applicant Last Name:	Farr
Applicant Email Address:	dfarr4@kennesaw.edu
Applicant Phone Number:	470-578-7970
Primary Appointment Title:	Senior Lecturer of Sociology
Submitter First Name:	Daniel
Submitter Last Name:	Farr
Submitter Email Address:	dfarr4@kennesaw.edu
Submitter Phone Number:	470-578-7970
Submitter Title:	Senior Lecturer of Sociology

Application Details

Proposal Title

497

Requested Amount of Funding

\$10,800

Priority Category (if applicable)

Specific Core Curriculum Courses

Final Semester:

Fall 2020

Course Title(s)

Sociology of the Family

Course Number(s)

Soci3364

Team Member 1 Name

Daniel Farr

Team Member 1 Email

dfarr4@kennesaw.edu

Team Member 2 Name

Judy Allen-Brown

Team Member 2 Email

jallen12@kennesaw.edu

Team Member 3 Name

Team Member 3 Email

Team Member 4 Name

Team Member 4 Email

Additional Team Members (Name and email address for each)

Sponsor Name

Dawn Baunach

Sponsor Title

Chair

Sponsor Department

Sociology and Criminal Justice

Average Number of Students per Course Section Affected by Project in One Academic Year

36

Average Number of Sections Affected by Project in One Academic Year

3

Total Number of Students Affected by Project in One Academic Year

110

Average Number of Students Affected per Summer Semester

30

Average Number of Students Affected per Fall Semester

40

Average Number of Students Affected per Spring Semester

40

Original Required Commercial Materials (title, author, price, and bookstore or retailer URL showing price)

Lamanna. Marriage, Families & Relationships. 13th ed. 2018. Cengage. KSU Bookstore price: \$225.00

<http://bookstore.kennesaw.edu/CourseMaterials> [Soci 3364; Allen]**Original Total Cost per Student**

\$225

Post-Project Cost per Student

\$0

Post-Project Savings per Student

\$225

Projected Total Annual Student Savings per Academic Year

\$24,750

Using OpenStax Textbook?

No

Project Goals

The primary goal of this textbook transformation is to reduce students' costs for Soci3664: Sociology of the Family at Kennesaw State University. This is among upper-level courses offered in the program, offered every semester. The three sections offered annually occur across a combination of face-to-face, online, and hybrid class structures contingent upon scheduling needs, enrolling up to a maximum of 110 students annually. The current textbook in use by Judy Allen, who often teaches the most sections, costs \$225.00 in the university bookstore. Daniel Farr also regularly teaches this class and was the designer of the current online course.

This project will transform the face-to-face and hybrid classrooms and online class. The online transformation can particularly bring further programmatic impact as our department is transitioning to "Master Class" sections for many online courses, facilitating the likely choice by other future online instructors to choose this transformation textbook replacement. In recent years however, only Allen and Farr have taught this course.

A final impact of this transformation can be statewide upon other institutions looking to incorporate no-cost options, as no prior Affordable Learning Grant has sought to transform a Sociology course on this topic. This is an extremely common course in sociology programs, near universally offered. A few examples across USG include: GSU's Soci3101: Families and Society, West Georgia's Soci3293: Sociology of Family, and UGA's 3360: Cultural Diversity in Families, Soci4610: The Family and Soci3840: Family Violence. Having a developed course template and syllabus in place upon which to model their own transformations makes for a more accessible adoption process.

It is also noted that "Introduction to Marriage and Family" is listed among the "Specific Core Curriculum Courses" noted with Affordable Learning Georgia's R15 Call for Proposals. It is expected this transformation could be modified, towards lower-level assessments to meet this need.

This proposed project will produce and/or identify no-cost, high-quality educational resources to replace the current expensive textbook and will produce supplementary and coordinated instructional and assessment materials to augment the courses.

Statement of Transformation

In this project, we propose to incorporate existing no-cost, peer-reviewed, resources into SOCI3364: Sociology of the Family across the varied class formats (face-to-face, hybrid, and online). Through the transformation of these class forms, this increases the viability of colleague adoption of this transition moving forward, should other instructors teach this course in the future. Currently, all sections are taught by Allen or Farr (Allen teaching all sections Sp19 through Sum20, for example), so this transformation will have immediate massive financial implications among majors in our department (a combined Sociology and Criminal Justice department). His course transformation alone will impact at least 110 students annually, equating to \$24,750 in savings annually.

SOCI3364: Sociology of the Family is one of the most in-demand upper-level course options in Sociology, B.S. major at KSU. It is a course option that may be taken by many sociology major as it fits in two department concentrations: Culture & Social Change and General Sociology. Beyond the broad applicability of this course among sociology majors, this course is also receives enrollment from Psychology majors and some Criminal Justice majors. Annually, three sections are offered, roughly divided among face-to-face and online (2:1). This accounts to 110 possible seats annually, with 98% enrollment over the last year. As a combined department, Sociology and Criminal Justice, this transformation has the potential to impact many of our departmental majors (n= ~1,050) over the course of their studies at KSU, along with students from other majors who take this course as part of their course electives or related studies.

Central to this transformation are the potential pedagogical benefits the transition to no-cost materials offers. While additional research will need to occur to assess its appropriateness, one OER textbook has been particularly noted repeated across various online resources.

In follow up to a previously released OER families textbook by the same author, the front runner for consideration in this transformation is

Sociology of the Family. Ron Hammond, Paul Cheney, Raewyn Pearsey. 2015. Update 2019

<http://freesociologybooks.com/>

Additional resources that may be considered for inclusion are particularly coming from Census reports on Families and Households. Some specific examples include:

- A Child's Day: Parental Interactions, School Engagement, and Activities. (2018)
- Demographics and Living Arrangements, 2013. (2017)
- Multiple Partner Fertility Research Brief (2017)
- The Changing Economics and Demographics of Young Adulthood: 1975-2016. (2017)
- Fertility Research Brief (2017)

Benefit to Students

Students will benefit from this proposed project in multiple ways: (1) students will be more likely to access/obtain course materials; (2) students will be more likely to read, view, and complete the new materials; (3) students will have greater success rates in the course; and (4) students will have greater satisfaction with the course.

It is often challenging for students and their families to balance and meet the costs of tuition and course textbooks. Textbook prices having risen dramatically since 1977, according to Affordable Learning Georgia, 1000% over the last 40 years(1). It has been estimated that the cost of books equates to approximately 5% of the total annual enrollment costs, an average of \$1,250, among students at public in-state four-year schools, according to the College Board(2). While largely accounted for by tuition, books are part of the rising student debt, which has tripled from \$340 million to over \$1.3 billion between 2001 and 2016 (3). Should 5% of this debt that may be accounted for by books, \$65 million, and then even 5% of all course texts transitioned to no-cost, this could result in savings of \$3.25 million. Without doubt, the costs of textbooks is an individual issue, but sociologically, we can undoubtedly see this is a societal issue, impacting numerous social institutions.

While this proposed project expects to save individual students at KSU \$225 each, this is part of a larger departmental effort. Previously, two lower-level required courses, SOCI1101: Introduction to Sociology and Soci2251: Social Problems have been transformed (both by Farr) to allow for no-cost instructional resources. Development of this third course, expands upon this trajectory. Knowing a similar sociological course is also offered at the two larger USG institutions, GSU and UGA, indicates the importance of this course and field popularity. According to the Board or Regents degrees conferred report, a total of 655 Bachelor's degrees in Sociology were awarded in 2018 (4). If half of these students had no-cost materials for this course, it could result in state-wide savings of over \$73,000!

Benefits to Faculty

Faculty will benefit from this proposed project by having access to high-quality instructional resources that can be easily incorporated into web-based Learning Management Systems like D2L. A specific benefit of this adoption will be the development of ancillary materials to support the adoption and engagement with contemporary public data and the peer-reviewed publications that are current to the field. The use of a no-cost text in conjunction with current Census reports will support a rich learning environment. This transformation will help faculty to teach with these resources.

References: (1) https://affordablelearninggeorgia.org/documents/JG_USGTL_ALG_101.pptx (2) <https://trends.collegeboard.org/college-pricing/figures-tables/average-estimated-undergraduate-budgets-2017-18> (3) <https://www.federalreserve.gov/econres/notes/feds-notes/student-loan-debt-and-aggregate-consumption-growth-20180221.htm> (4) https://www.usg.edu/assets/research/documents/deg_conferred/srpt602_p_rpa_fy2018.pdf

Transformation Action Plan

This transformation action plan will proceed in multiple phases, which are described below:

Centrally, Farr will serve as instructional designer and assessment manager, while Allen will focus on ancillary development and instructor of record.

Phase 1: Organization and Planning

Fall 2019: Herein, Farr and Allen will have strong collaboration to identify and determine resource adoptions for this course. Farr has already begun significant research, see previously listed potential resources list, to identify likely central resources. As topic specialists, Farr and Allen are both suited to determine the appropriateness of these sources and to guide towards specific gaps of material to be filled with additional peer-reviewed articles.

Phase 2: Content Creation & Course Design

Spring 2020: While minor collection of resources may continue, the primary focus of this phase is upon the development of lecture notes, powerpoints, discussion prompts, assignments and activities, and assessment questions. As topic specialist, Allen will primarily focus on the development of the specific content, while Farr, as course designer will work to build the framework for the online course.

Farr will also be specifically centering upon the need to make the course fully accessible and being mindful to develop this online course to be a “master class” within the department.

Phase 3: Online Implementation

Summer 2020: The first implementation stage of this transformation will occur with the teaching of the course online by Allen. Mid semester and end of semester student surveys will be administered by Farr.

Phase 4: Face-to-face implementation

Fall 2020: The course will now go live in the face-to-face classroom, taught by Allen.

Farr will continue with assessment and compose full reports of outcomes.

The course syllabus, full reading list, and basic powerpoint files will be uploaded to GALILEO Open Learning Materials website. Instructional resources, such as discussion prompts and assessment questions will be available via private contact to faculty members only.

Phase 5: Post-Adoption & Course Maintenance

Every May, Farr will consult with Allen (and any additional instructors) to inquire areas needing updated content, to reflect socio-political changes relevant to course. Summer sessions will be primarily the time to implement updates for the following fall semester. As course designer, Farr will help facilitate the updating of the course year-to-year in conjunction with the current instructors.

Quantitative & Qualitative Measures

We will evaluate the textbook transformation effectiveness via established assessments common among Affordable Learning Grant awardees. Specifically, we will use surveys inclusive of quantitative and qualitative questions to the students in the redesigned course. Additional quantitative assessments will occur in several manners: the number of students who drop, fail, or withdraw from the course, final grade distributions (mean, median, mode), and students' teacher evaluations when available. These measures will be compared between the two semesters of adoption and will also be contrasted with past semesters for comparative purposes. Specifically, statistics from Fall 2019 and Spring 2020 will serve as pre-test for student outcomes.

The survey of students will be integral to understanding student experience of this transformation as course evaluations do not specifically query learning materials.

After receiving IRB approval, we will survey the students in SOCI4200 in both the Summer 2020 and Fall 2020 semesters. Short surveys will be distributed at mid-semester to identify any specific course and resource problems and to assess student resource use—this survey will be primarily quantitative in form with an open ended comment section for qualitative feedback to help shape the course in progress. The end-of-semester survey will be more detailed and ask several qualitative response questions to elicit feedback and commentary.

Sample quantitative questions may include some of the following:

- I have found accessing course learning materials: very easy, somewhat easy, neither easy/nor hard, somewhat hard, very hard.
- I was more/ equally/ less likely to read course materials as they were free.
- Compared to past courses, I read more/ equally/ less than usual.
- From this list (....) of course materials, select those you read.
- Would you prefer to take a course based on no cost/low cost (under \$40)/ traditional cost texts?

Sample qualitative questions may include some of the following:

- How did using no-cost instructional materials impact your success in this course?
- How would you describe the materials used in this course?
- What aspects of the course readings were the most challenging? Most relatable?
- How would you describe this class to other students?

Consultation with other ALG awardees at our institution and IRB will impact the final determination of questions incorporated into the surveys.

Surveys will be administered, contingent upon IRB approval, via D2L's survey function and made anonymous among respondents.

Statistical analysis will center upon the statistical outcomes and mean/median distribution. Analysis of qualitative responses will focus on thematic responses to explore major trends among student responses.

Timeline

Timeline & Team Roles: Soci3364

Fall 2019: Phase 1: Organization and Planning

September: Submission of Grant Application

October: Grant notification 10/4

Farr & Allen: Begin Compiling Potential Resources – focus upon OER textbooks, and Census Reports

Kickoff Meeting 10/28

November: Farr & Allen: Compile Resource Foundation – conduct content analysis of materials, focusing on topic coverage and order in which topics are covered.

December: Farr & Allen: Based on resource findings, decide which topics to cover and the order of content.

Farr & Allen: Identify gaps among amassed resources – begin searching journals for appropriate articles.

Farr: Submit semester report

Spring 2020: Phase 2: Content Creation & Course Design

January: Farr & Allen: Identify, review, and finalize new source materials.

Allen & Farr: Create and finalize new syllabus.

February-April: Allen: develop course Powerpoints and lecturers based on the new source materials; create test questions measuring course learning outcomes;

Note: All course design content will be fully accessible for student access.

Farr: begin developing online course template informed by new syllabus design; work with KSU Distance Learning to assure full course accessibility and develop range of assessment tools

March: Farr: Inform any additional instructors teaching 3364 in Fall 2020 about OER adoption model, to encourage their adoption and expand assessment opportunity

May: Allen & Farr: finalize online course design

Farr: Submit semester report

Summer 2020: Phase 3: Online Implementation

June-July: Allen: Teach 3364 online – including updates; 8 week course.

Farr: develop and administer course assessment of course materials – midsemester & end of semester

August: Farr & Allen: Implement revisions – potentially add/reduce readings and scope, contingent on learning outcomes and assessments.

Farr: compile initial report data (Summer 2020) in preparation for final report

Farr: Submit semester report.

Fall 2020: Phase 4: Face-to-face Implementation semester

August – Dec.: Allen: Teach 3364 f2f– including revisions

Farr: administer course assessment of course materials – midsemester & end of semester

December: Farr: compile additional assessment data from Fall 2020

Farr: Submit final project report

Spring 2021: Phase 5: Post-Adoption & Course Maintenance

Continuation of OER adoption model in Allen's and Farr's sections, both online and face-to-face. Encourage adoption by other instructors, should others teach the class. Farr to continue collecting data on enrollment statistics and adoption practice.

Every May, Farr will consult with Allen (or additional instructor(s)) to inquire areas needing updated content, to reflect socio-political changes relevant to course. Summer sessions will be primarily the time to implement updates for the following fall semester.

Budget

The budget for the proposed project is:

- Daniel Farr: \$5,000 towards Professional Development and/or Summer 2020 stipend, contingent upon institutional guidelines for summer earning limits.
- Judy Allen-Brown: \$5,000 towards Professional Development and/or Summer 2020 stipend, contingent upon institutional guidelines for summer earning limits.
- Travel to attend kick-off meeting: \$800

Total \$10,800

Sustainability Plan

This course will be sustained by both Drs. Farr and Allen. As topic specialist, Dr. Allen will focus upon the topical updated and new reports that need to be integrated into the course on an annual basis. As course designer, Farr will serve in the role of online course updates as indicated by Dr. Allen. Farr will contact Allen every May to inquire about course outcomes, continuity, and updates.

Both Farr and Allen will be sharing this course design with other instructors who may teach this course in the coming years. Farr will be working to assure the course become a qualified online master class, to encourage department transition of the course via the online curriculum to new/other instructors.

Acknowledgment

Grant Acceptance

[Acknowledged] I understand and acknowledge that acceptance of Affordable Learning Georgia grant funding constitutes a commitment to comply with the required activities listed in the RFP and that my submitted proposal will serve as the statement of work that must be completed by my project team. I further understand and acknowledge that failure to complete the deliverables in the statement of work may result in termination of the agreement and funding.



September 16, 2019

To the Members of the Review Committee:

I write this letter to offer strong support to the proposal for the Affordable Learning Georgia Textbook Transformation (R15) grant submitted by **Dr. Daniel Farr and Prof. Judy Brown**. The grant proposal seeks to identify and implement the use of no-cost course instructional materials for SOCI3364: Sociology of the Family. This course is among the upper-level courses offered by the Department of Sociology and Criminal Justice. This class is among our upper-level course options within the Sociology major's Culture & Social Change and General Sociology concentrations. Additionally, this course often receives enrollment from other relevant majors such as Psychology and Integrated Studies. We typically offer one section of this course per semester, with a combination of online and face-to-face classes across the year. This accounts to approximately **110 seats per year**, with a 98% enrollment rate over the last year (Spring/Summer/Fall 2019). For simplicity's sake, if all sections of this course transition to no-cost, based on the current course textbook cost of ~\$225.00 (Prof. Allen's textbook), this will result in potential **annual savings of nearly \$25,000**. While not explicitly discussed in their application, the textbook Dr. Farr typically uses in this course is currently priced at \$237.50—so even more savings occur when he teaches this class. It should be noted **Allen and Farr are the primary instructors of this course**, occasionally replaced by a part-time faculty member; as we are soon developing a master course for online, it would be likely that such a part-time faculty member would also employ this no-cost alternative.

The adoption of new course materials and online content would be made available to all faculty teaching this course. As part of the ALG website, all materials developed with these funds are additionally publicly available. Therefore, instructors at other institutions, many of which may offer a similar course in their Sociology or Criminal Justice departments, will have access to the content. Students across the state will be able to benefit from this transformation.

Dr. Farr and Prof. Allen are superbly qualified to work on this project. They are eminent and experienced scholars and instructors who are both Senior Lecturers, denoting this expertise. Dr. Farr is highly active in our online curriculum and has received high quality and extensive training in online design. Dr. Farr particularly brings significant experience to this pursuit as he has previously received four ALG grants to support no-cost transformation of two courses in Sociology (Introductory Sociology and Social Problems) and Introduction to Criminal Justice (no-cost transformation, followed by a large-scale adoption in the department).

I can think of none better to take on this important task. In summary, I fully support this proposal and strongly encourage the committee to fund it.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Baunach', written in a cursive style.

Dawn Michelle Baunach, Ph.D.
Professor of Sociology
Chair, Department of Sociology and Criminal Justice

COLLEGE OF HUMANITIES AND SOCIAL SCIENCE
Department of Sociology & Criminal Justice

Social Science Building • Room 4057 • MD 2204 • 402 Bartow Ave NW • Kennesaw, Ga. 30144
Phone: 470-578-6739 • Fax: 470-578-9148 • www.kennesaw.edu



College of Humanities
and Social Sciences

Office of Distance Education

September 12, 2019

Dear Members of the Proposal Review Committee:

I am writing to support Dr. Daniel Farr and Dr. Judy Brown-Allen's proposal to adopt no-cost to student instructional resources for Sociology 3364: Sociology of the Family. This course is an important part of the Sociology curriculum, offered regularly, that receives enrollment not only from Sociology majors, but often from students in Psychology and Integrated Studies. Of particular note is the inclusion of a transformation of the online course section. The Sociology and Criminal Justice (SCJ) department has been a leader in the arena of online teaching and the transformation of the course resources to no-cost to student content helps maintain the leadership of this department within the college and university at large.

This course is an excellent course for transformation to a no-cost textbook/instructional resources. There is typically one section of this course offered per semester, usually taught by either Brown-Allen or Farr, with a total enrollment of approximately 110 students annually. By replacing the current textbook options used by Dr. Allen, at \$225, presuming the adoption of this new course format by other instructors in the program, this transformation has the potential to save students nearly \$25,000 per year.

At Kennesaw State University, faculty in the Sociology and Criminal Justice Department share their online courses with their colleagues. Based on this, it is highly likely that this course material (especially once built into a D2L Online course environment) would be adopted by other instructors. Part-time (adjunct) instructors are particularly likely to adopt online course formats developed by the full-time faculty, should there be need for such an instructor.

Dr. Farr has been involved in four prior Affordable Learning Georgia no-cost course transformation projects which means both Drs. Farr and Brown-Allen understand an important part of facilitating wider adoption of this no-cost format is creating robust and valuable support materials (quizzes in the LMS to go along with the textbook, easily replicable assignments with grading rubrics, and Powerpoints) that bridge the gap between the course goals and course readings, while maintaining an accessible learning environment for our diverse student body. They undoubtedly have the skills to adopt and create quality support materials in conjunction with the selection and adoption of contemporary no-cost instructional materials.

Sincerely,

A handwritten signature in blue ink that reads "Stephen Bartlett".

Stephen Bartlett

Interim CHSS Director of Distance Education



Textbook Transformation Grants, Round Fifteen (Fall 2019 – Fall 2020) Proposal Form and Narrative

Notes

- The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.
- The only way to submit the official proposal is through the online form in Georgia Tech's InfoReady Review. The link to the online application will be on the [Round 15 RFP Page](#) in July 2019.
- The italic text provided below is meant for clarifications and can be deleted.

Applicant, Team, and Sponsor Information

The **applicant** is the proposed Project Lead for the grant project. The **submitter** is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant – if so, leave the submitter fields blank.

Institution(s)	Kennesaw State University
Applicant Name	Daniel Farr
Applicant Email	Dfarr4@kennesaw.edu
Applicant Phone #	470-578-7970
Applicant Position/Title	Senior Lecturer of Sociology
Submitter Name	Daniel Farr
Submitter Email	Dfarr4@kennesaw.edu
Submitter Phone #	470-578-7970
Submitter Position	Senior Lecturer of Sociology

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

	Name	Email Address
Team Member 1	Daniel Farr	Dfarr4@kennesaw.edu
Team Member 2	Judy Allen-Brown	Jallen12@kennesaw.edu
Team Member 3		
Team Member 4		
Team Member 5		
Team Member 6		
Team Member 7		
Team Member 8		

If you have any more team members to add, please enter their names and email addresses in the text box below.

--

Please provide the sponsor's name, title, department, and institution. The sponsor is the provider of your Letter of Support.

Dawn Baunach, Chair of Department of Sociology and Criminal Justice, Kennesaw State University
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Project Information and Impact Data

Priority Category / Categories	Specific Core Curriculum Courses?
Requested Amount of Funding	
Course Names and Course Numbers	Sociology of the Family: Soci3364
Final Semester of Project	Fall 2020
Average Number of Students Per Course Section Affected by Project	36
Average Number of Sections Affected by Project in One Academic Year	3
Total Number of Students Affected by Project in One Academic Year	110
Average Number of Students Affected per Summer Semester	30
Average Number of Students Affected per Fall Semester	40
Average Number of Students Affected per Spring Semester	40
Original Required Commercial Materials	<i>Lamanna. Marriage, Families & Relationships. 13th ed. 2018. Cengage. KSU Bookstore price: \$225.00</i> http://bookstore.kennesaw.edu/CourseMaterials
Total Price of Original Required Materials Per Student	\$225.
Post-Project Cost Per Student	\$0
Post-Project Savings Per Student	\$225
Projected Total Annual Student Savings Per Academic Year	\$24,750

Using OpenStax Textbook?	No.
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Narrative Section

1. Project Goals

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implications among majors in our department (a combined Sociology and Criminal Justice department). His course transformation alone will impact at least 110 students annually, equating to \$24,750 in savings annually.

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- A Child's Day: Parental Interactions, School Engagement, and Activities. (2018)
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It is often challenging for students and their families to balance and meet the costs of tuition and course textbooks. Textbook prices having risen dramatically since 1977, according to Affordable Learning Georgia, 1000% over the last 40 years(1). It has been estimated that the

cost of books equates to approximately 5% of the total annual enrollment costs, an average of \$1,250, among students at public in-state four-year schools, according to the College Board(2). While largely accounted for by tuition, books are part of the rising student debt, which has tripled from \$340 million to over \$1.3 billion between 2001 and 2016 (3). Should 5% of this debt that may be accounted for by books, \$65 million, and then even 5% of all course texts transitioned to no-cost, this could result in savings of \$3.25 million. Without doubt, the costs of textbooks is an individual issue, but sociologically, we can undoubtedly see this is a societal issue, impacting numerous social institutions.

While this proposed project expects to save individual students at KSU \$225 each, this is part of a larger departmental effort. Previously, two lower-level required courses, SOCI1101: Introduction to Sociology and Soci2251: Social Problems have been transformed (both by Farr) to allow for no-cost instructional resources. Development of this third course, expands upon this trajectory. Knowing a similar sociological course is also offered at the two larger USG institutions, GSU and UGA, indicates the importance of this course and field popularity. According to the Board or Regents degrees conferred report, a total of 655 Bachelor's degrees in Sociology were awarded in 2018 (4). If half of these students had no-cost materials for this course, it could result in state-wide savings of over \$73,000!

Benefits to Faculty

Faculty will benefit from this proposed project by having access to high-quality instructional resources that can be easily incorporated into web-based Learning Management Systems like D2L. A specific benefit of this adoption will be the development of ancillary materials to support the adoption and engagement with contemporary public data and the peer-reviewed publications that are current to the field. The use of a no-cost text in conjunction with current Census reports will support a rich learning environment. This transformation will help faculty to teach with these resources.

References: (1) https://affordablelearninggeorgia.org/documents/JG_USGTL_ALG_101.pptx (2) <https://trends.collegeboard.org/college-pricing/figures-tables/average-estimated-undergraduate-budgets-2017-18> (3) <https://www.federalreserve.gov/econres/notes/feds-notes/student-loan-debt-and-aggregate-consumption-growth-20180221.htm> (4) https://www.usg.edu/assets/research/documents/deg_conferred/srpt602_p_rpa_fy2018.pdf

3. Transformation Action Plan

This transformation action plan will proceed in multiple phases, which are described below:

Centrally, Farr will serve as instructional designer and assessment manager, while Allen will focus on ancillary development and instructor of record.

Phase 1: Organization and Planning

Fall 2019: Herein, Farr and Allen will have strong collaboration to identify and determine resource adoptions for this course. Farr has already begun significant research, see previously listed potential resources list, to identify likely central resources. As topic specialists, Farr and Allen are both suited to determine the appropriateness of these sources and to guide towards specific gaps of material to be filled with additional peer-reviewed articles.

Phase 2: Content Creation & Course Design

Spring 2020: While minor collection of resources may continue, the primary focus of this phase is upon the development of lecture notes, powerpoints, discussion prompts, assignments and activities, and assessment questions. As topic specialist, Allen will primarily focus on the development of the specific content, while Farr, as course designer will work to build the framework for the online course.

Farr will also be specifically centering upon the need to make the course fully accessible and being mindful to develop this online course to be a “master class” within the department.

Phase 3: Online Implementation

Summer 2020: The first implementation stage of this transformation will occur with the teaching of the course online by Allen. Mid semester and end of semester student surveys will be administered by Farr.

Phase 4: Face-to-face implementation

Fall 2020: The course will now go live in the face-to-face classroom, taught by Allen.

Farr will continue with assessment and compose full reports of outcomes.

The course syllabus, full reading list, and basic powerpoint files will be uploaded to GALILEO Open Learning Materials website. Instructional resources, such as discussion prompts and assessment questions will be available via private contact to faculty members only.

Phase 5: Post-Adoption & Course Maintenance

Every May, Farr will consult with Allen (and any additional instructors) to inquire areas needing updated content, to reflect socio-political changes relevant to course. Summer sessions will be primarily the time to implement updates for the following fall semester. As course designer,

Farr will help facilitate the updating of the course year-to-year in conjunction with the current instructors.

4. Quantitative and Qualitative Measures

We will evaluate the textbook transformation effectiveness via established assessments common among Affordable Learning Grant awardees. Specifically, we will use surveys inclusive of quantitative and qualitative questions to the students in the redesigned course. Additional quantitative assessments will occur in several manners: the number of students who drop, fail, or withdraw from the course, final grade distributions (mean, median, mode), and students' teacher evaluations when available. These measures will be compared between the two semesters of adoption and will also be contrasted with past semesters for comparative purposes. Specifically, statistics from Fall 2019 and Spring 2020 will serve as pre-test for student outcomes.

The survey of students will be integral to understanding student experience of this transformation as course evaluations do not specifically query learning materials.

After receiving IRB approval, we will survey the students in SOCI4200 in both the Summer 2020 and Fall 2020 semesters. Short surveys will be distributed at mid-semester to identify any specific course and resource problems and to assess student resource use—this survey will be primarily quantitative in form with an open ended comment section for qualitative feedback to help shape the course in progress. The end-of-semester survey will be more detailed and ask several qualitative response questions to elicit feedback and commentary.

Sample quantitative questions may include some of the following:

- I have found accessing course learning materials: very easy, somewhat easy, neither easy/nor hard, somewhat hard, very hard.
- I was more/ equally/ less likely to read course materials as they were free.
- Compared to past courses, I read more/ equally/ less than usual.
- From this list (...) of course materials, select those you read.
- Would you prefer to take a course based on no cost/low cost (under \$40)/ traditional cost texts?

Sample qualitative questions may include some of the following:

- How did using no-cost instructional materials impact your success in this course?
- How would you describe the materials used in this course?
- What aspects of the course readings were the most challenging? Most relatable?
- How would you describe this class to other students?

Consultation with other ALG awardees at our institution and IRB will impact the final determination of questions incorporated into the surveys.

Surveys will be administered, contingent upon IRB approval, via D2L's survey function and made anonymous among respondents.

Statistical analysis will center upon the statistical outcomes and mean/median distribution. Analysis of qualitative responses will focus on thematic responses to explore major trends among student responses.

5. Timeline

Timeline & Team Roles: Soci3364

Fall 2019: Phase 1: Organization and Planning

September: Submission of Grant Application

October: Grant notification 10/4

Farr & Allen: Begin Compiling Potential Resources – focus upon OER textbooks, and Census Reports

Kickoff Meeting 10/28

November: Farr & Allen: Compile Resource Foundation – conduct content analysis of materials,

focusing on topic coverage and order in which topics are covered.

December: Farr & Allen: Based on resource findings, decide which topics to cover and the order of content.

Farr & Allen: Identify gaps among amassed resources – begin searching journals for appropriate articles.

Farr: Submit semester report

Spring 2020: Phase 2: Content Creation & Course Design

January: Farr & Allen: Identify, review, and finalize new source materials.

Allen & Farr: Create and finalize new syllabus.

February-April: Allen: develop course Powerpoints and lectures based on the new source materials;

create test questions measuring course learning outcomes;

Note: All course design content will be fully accessible for student access.

Farr: begin developing online course template informed by new syllabus design; work with KSU Distance Learning to assure full course accessibility and develop range of assessment tools

March: Farr: Inform any additional instructors teaching 3364 in Fall 2020 about OER adoption model, to encourage their adoption and expand assessment opportunity

May: Allen & Farr: finalize online course design

Farr: Submit semester report

Summer 2020: Phase 3: Online Implementation

June-July: Allen: Teach 3364 online – including updates; 8 week course.

Farr: develop and administer course assessment of course materials - midsemester &

end of semester

August: Farr & Allen: Implement revisions - potentially add/reduce readings and scope,

contingent on learning outcomes and assessments.

Farr: compile initial report data (Summer 2020) in preparation for final report

Farr: Submit semester report.

Fall 2020: Phase 4: Face-to-face Implementation semester

August - Dec.: Allen: Teach 3364 f2f- including revisions

Farr: administer course assessment of course materials - midsemester & end of semester

December: Farr: compile additional assessment data from Fall 2020

Farr: Submit final project report

Spring 2021: Phase 5: Post-Adoption & Course Maintenance

Continuation of OER adoption model in Allen's and Farr's sections, both online and face-to-face. Encourage adoption by other instructors, should others teach the class. Farr to continue collecting data on enrollment statistics and adoption practice.

Every May, Farr will consult with Allen (or additional instructor(s)) to inquire areas needing updated content, to reflect socio-political changes relevant to course. Summer sessions will be primarily the time to implement updates for the following fall semester.

6. Budget

The budget for the proposed project is:

- Daniel Farr: \$5,000 towards Professional Development and/or Summer 2020 stipend, contingent upon institutional guidelines for summer earning limits.
- Judy Allen-Brown: \$5,000 towards Professional Development and/or Summer 2020 stipend, contingent upon institutional guidelines for summer earning limits.
- Travel to attend kick-off meeting: \$800

Total \$10,800

7. Sustainability Plan

This course will be sustained by both Drs. Farr and Allen. As topic specialist, Dr. Allen will focus upon the topical updated and new reports that need to be integrated into the course on an

annual basis. As course designer, Farr will serve in the role of online course updates as indicated by Dr. Allen. Farr will contact Allen every May to inquire about course outcomes, continuity, and updates.

Both Farr and Allen will be sharing this course design with other instructors who may teach this course in the coming years. Farr will be working to assure the course become a qualified online master class, to encourage department transition of the course via the online curriculum to new/other instructors.

Note: Letter of Support

A letter of support must be provided from the sponsoring area (unit, office, department, school, library, campus office of the Vice President for Academic Affairs, etc.) that will be responsible for receipt and distribution of funding. Letters must reference sustainability. In the case of multi-institutional affiliations, all participants' institutions/departments must provide a letter of support.