Affordable Learning Georgia Affordable Materials Grants  
Transformation Grants Final Report

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

Once you have completed this template, to submit your Final Report, go to the [Final Report submission](https://survey.zohopublic.com/zs/xTCCvG) form.

The final report submission form allows you to submit the following:

* This completed narrative document (required)
* Syllabus or syllabi (required)

*If multiple files, compress into one .zip folder*

* Qualitative/Quantitative Measures data files (optional, as needed)

*If multiple files, compress into one .zip folder*

* Photo of your team or a class of your students for future ALG promotions (optional)
* Invoice for the second half of the grant’s award amount (optional)

Follow the instructions on the webpage for uploading your documents. Based on receipt of this report, ALG will process the final payment for your grant. ALG will follow up in the future with post-project grantee surveys and may also request your participation in a publication, presentation, or other event.

# General Information

**Date: April 28, 2025**

**Grant Round: 25**

**Grant Number: 718**

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

**Project Lead: Rebecca Flynn**

**Team Members (Name, Title, Department, Institutions if different, and email address for each):** Rebecca Flynn, Professor and Assistant Chair, English, GGC: [rflynn1@ggc.edu](mailto:rflynn1@ggc.edu); Stephanie Denny, Lecturer, English, GGC: [sdenny@ggc.edu](mailto:sdenny@ggc.edu); Jeanne Law, Professor and Director of Composition, English, KSU: [jlaw29@kennesaw.edu](mailto:jlaw29@kennesaw.edu); Rebecca Cooper, Professor, Curriculum and Instruction, GGC: [rcooper5@ggc.edu](mailto:rcooper5@ggc.edu); Tom Lilly, Assistant Provost for Academic Assessment and Accreditation, GGC: [tlilly@ggc.edu](mailto:tlilly@ggc.edu); Mark Partridge Associate Professor, Economics, GGC: [mpartridge1@ggc.edu](mailto:mpartridge1@ggc.edu); Susan Bleyle, Professor of English, GGC: [sbleyle@ggc.edu](mailto:sbleyle@ggc.edu); Mandi Sena, Instructor, English. GGC: [msena@ggc.edu](mailto:msena@ggc.edu); Sara Steger, Senior Lecturer, UGA: [ssteger@uga.edu](mailto:ssteger@uga.edu); Christina Wood, Student Teaching Assistant, UGA: christina.wood1@uga.edu.

**Course Name(s) and Course Numbers: Composition 1 ENGL 1101 and Corequisite Support English 999**

**Semester Project Began: May 2024**

**Final Semester of Implementation: May 2025**

**Total Number of Students Affected During Project: 880**

# Narrative

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

This grant project produced highly positive outcomes, while also presenting important learning opportunities. One major accomplishment was the successful creation of a standardized corequisite ENGL 1101/999 template that embeds open educational resources (OER), a variety of in-class activities to support student engagement, and transparent assignment design using the TiLT framework. A significant challenge during the project was balancing the need for standardization with the flexibility required by a diverse group of instructors. Faculty brought a wide range of preferences and experiences to the project, which necessitated careful collaboration and communication to ensure buy-in and sticking to deadlines. We were able to collaboratively develop a high-quality, inclusive, and user-friendly template that meets both instructional and assessment goals.

An additional challenge involved ensuring that the course materials were culturally appropriate for GGC’s diverse student body. Selecting readings and adaptive content that authentically reflected the diversity of our students took time and sensitivity, but it ultimately enriched the course design. We also successfully addressed the urgent need for better instructional support during unexpected transitions (such as sudden faculty absences), a common problem at GGC given our rapid growth and reliance on part-time faculty.

The project had a significant impact on instructional practices. By providing a standardized course template with embedded OER; a variety of activities, multimedia, and assignments; a detailed facilitator guide; and a schedule for both a 2-day and 3-day-a-week course, faculty now have access to a ready-to-use, high-quality instructional model that maintains rigor while being accessible and inclusive. Using the TiLT framework to design assignments led to greater transparency, helping students understand not just what they needed to do, but why they were doing it and when it was to be completed. This shift has improved the clarity and effectiveness of instruction across sections of ENGL 1101/999. Faculty reported feeling better supported, particularly when they are assigned courses at the last minute or must step in for another instructor. (We had a visiting lecturer leave midway through the Fall 2024 semester and needed coverage for her 5 classes; having the template helped make these transitions for students as seamless as possible.)

Students have benefitted from the project's implementation. By eliminating textbook costs, we achieved substantial student savings, reducing financial barriers to academic success. Early feedback and performance data suggest that students are engaging more deeply with the material, partly due to the cultural relevance of the selected texts and partly due to the improved clarity of assignment expectations.

Moreover, the incorporation of a variety of group work and group discussion activities at the 1101/999 level provide more opportunities for students to consistently communicate and feel more connected to GGC in general, both with each other and with their instructor. Especially for first-year and first-generation students, this feeling of connectedness can have an important impact on student success. One student at the end of the semester even commented that the class felt like a team.

The English 999 course also breaks down topics from the 1101 course in a way that causes students to work through the writing process in a more deliberate way. During the semester, these students would often mention how the 1101 essays felt manageable because of the way the course was organized.

We anticipate that, over time, the standardization of assessment models and instructional design will lead to improved pass rates and greater consistency in student learning outcomes across all sections of the course. For GGC’s diverse student body, this means more equitable opportunities for success, regardless of instructor or background.

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

The experience of developing, coordinating, and implementing a pilot for English 1101/999 was overall a smooth process. The participating faculty were overall responsible for the tasks they were assigned, and they were also fully engaged when it came to the assessment process. One complication we encountered was the lack of participation in the pilot from the seasoned support (ENGL 999) faculty who did not want to participate in the grant or the pilot. This was frustrating for us because we had so much success with the first ENGL 1101 pilot and thought this initiative would improve student experience and pass rates. Consequently, our pilot was smaller than we would have liked. Still, we were happy with the outcomes. For our next grant, we are working with ENGL 1102 faculty who seem to be more open to testing out the pilot for Fall 2025. Also, we are now requiring those who decide not to participate in the pilot to still participate by being members of the control group.

Feedback from Instructors teaching the pilot:

1. Grammar Diagnostic and Instructional Support:
   1. The current grammar diagnostic includes errors and unclear sentence structures, which undermines its usefulness as a diagnostic tool.
   2. There is insufficient ready-to-use grammar practice embedded in the course prior to scheduled quizzes, limiting opportunities for scaffolded grammar instruction.

Recommendation: Revise the grammar diagnostic for clarity and accuracy. Develop and incorporate more grammar practice exercises aligned with quiz content to ensure consistent support.

1. Course Structure and Flexibility:
   1. The modular structure—organized by week—makes it difficult to adapt the course mid-semester without making time-consuming changes across module overviews, checklists, and content links.
   2. The instructor suggested a topic-based structure (e.g., a "Literacy Narrative" folder) could improve ease of use and allow instructors to pace the course more responsively.

Recommendation: Offer instructors a topic-organized version of the course shell as an alternative, or provide templates that allow easier restructuring without breaking navigation.

1. Student Engagement and Attendance Challenges:
   1. Sporadic student attendance in ENGL 0999 continues to be a significant barrier to instructional pacing. Some students do not attend until the fourth or fifth class meeting.
   2. Reintegration of students who miss multiple classes consumes instructional time and disrupts the planned schedule, even though the course content itself is strong.

Recommendation: Develop resources or protocols specifically for reintegrating late-start or inconsistent attendees. Consider early alerts or onboarding tools tailored for Segue students in the first weeks.

1. Course Page Navigation and Integration:
   1. Students frequently struggled with toggling between separate D2L course pages for ENGL 0999 and ENGL 1101, leading to confusion about where to access assignments.
   2. The instructor recommends the option to integrate both courses into a single D2L shell, where appropriate, to streamline student experience and reduce repeated instructional reminders.

Recommendation: Explore the feasibility of offering a combined D2L course shell for co-requisite ENGL 0999/1101 sections. Provide best practices for managing integrated digital classrooms.

* 1. *Describe any materials you created or revised/remixed that will be shared with the public. Include the* [*open license your materials will be shared under*](https://creativecommons.org/share-your-work/)*—for most materials, this will be an Attribution 4.0 License (CC BY) as required in the Grants Request for Proposals.*

Some of the materials for this course that we developed include:

* A facilitator guide that provides week-by-week lecture and discussion ideas, including terms that may need defining for students, questions about the readings, and important reminders to share with students.
* Essay assignments that follow the TILT framework and have associated rubric and peer review questions.
* Resources, activities, and additional assignments that align with course objectives, speak to our diverse student body, and meet accessibility standards.
* Friday journal assignments that ask students to either reflect on their work or a topic or apply what they have learned in class that week.
* A syllabus and schedule that can be adapted by faculty as needed.

We also revised/remixed materials from Kennesaw State University’s English 1101 Composition course that they created as part of a previous ALG Transformation grant. Our attribution license is CC BY-SA.

**Link to SoftChalk course materials:**

# Quotes

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

*Quotes from Students:*

“What I found most helpful about the course were the practice writing and journals.”

“The course is very well organized.”

“The most helpful thing from this course is probably how easy everything was to understand.”

*Positive Feedback:*

* **Improvement in Writing Skills**: Students consistently cited essay writing, grammar practice, and learning how to structure essays (e.g., thesis statements, introductions) as helpful.
* **Course Integration with ENGL 1101**: Several students appreciated how the course supported their 1101 work, especially through journal assignments and extended time to complete tasks.
* **Classroom Environment**: The accessible teaching style, frequent feedback, and structured assignments made students feel supported and motivated.
* **Resources and Materials**: Quizzes, writing journals, peer review, and grammar exercises were named as effective tools.

*Constructive Feedback:*

* **Personal Accountability**: A common theme was regret about procrastination or not completing journals/quizzes on time. This suggests a need for stronger time management scaffolding.
* **Assignment Clarity**: A few students reported that some quizzes and assignments were confusing or needed clearer instructions.
* **Workload Management**: Some students felt the course load was heavy, describing it as equivalent to taking two English classes.
* **D2L Navigation**: A few students wished the digital interface or access to assignments had been more intuitive.

# Quantitative and Qualitative Measures

## Uniform Measurements Questions

*The following are uniform questions asked to all grant teams. Please answer these to the best of your knowledge.*

**Student Opinion of Materials**

**Was the overall student opinion about the materials used in the course positive, neutral, or negative?**

The total number of students affected by this pilot project was larger than the pilot sample, as many faculty taught with the template (or modified versions of it) but opted out of the pilot study. The number of respondents was less than the pilot study, as the student response rate was less.

Total number of students affected in this project: \_\_\_65 respondents

* Positive: 75.4% of 65 number of respondents
* Neutral: 16.9% of 65 number of respondents
* Negative: 7.7% of 65 number of respondents

**Student Learning Outcomes and Grades**

**Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

*Student outcomes should be described in detail in Section 3b.*

Choose One:

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

**Student Drop/Fail/Withdraw (DFW) Rates**

**Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

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

*This is for the ENGL Support Composition Classes only:*

\_\_\_27\_\_\_\_% of students, out of a total \_\_\_334\_\_\_\_ students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

* \_\_X\_ 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)
* \_\_\_ Negative: This is a higher percentage of students with D/F/W than previous semester(s)

## Measures Narrative

*In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.*

*[When submitting your final report, as noted above, you will also need to provide the separate file (or .zip with multiple files) of supporting data on the impact of your Textbook Transformation, such as surveys, analyzed data collected, etc.]*

* *Include measures such as:*
  + *Drop, fail, withdraw (DFW) delta rates*
  + *Course retention and completion rates*
  + *Average GPA*
  + *Pre-and post-transformation DFW comparison*
  + *Student success in learning objectives*
  + *Surveys, interviews, and other qualitative measures*
* *Indicate any co-factors that might have influenced the outcomes.*

**Research Findings**

Student Attitudinal Survey Results

A 10-question survey of student attitudes was administered as a pre-post experience at the beginning and end of the semesters, respectively. The pre-survey was administered in the first three weeks of the semester and gathered initial student impressions. The post-survey was administered in the final two weeks of the semester and gathered student reflective attitudes on their experience. The same prompts were written either projectively or retrospectively for the pre-survey and post-survey, respectively.

Sixty-three students consented to allow their survey results to be used for this study, 44 in the experimental sections, 19 in the control sections. Of those 63, 27 students completed both the pre- and post-surveys, 18 in the experimental sections, 9 in the control sections.

Student attitudes are represented in the table below. The extent of attitudinal agreement was calculated by providing a value for a student answer that agreed with the prompt, a lesser value for a student answer that neither agreed nor disagreed with the prompt, and a least value for a student answer that disagreed with the prompt.

Agree = 1

Neither Agree nor Disagree = 0

Disagree = -1

The extent score can be understood where a score of greater than 50% indicates overall strong agreement with the prompt, a score of 0-50% indicates somewhat agreement with the prompt, and a score of less than 0% indicates disagreement with the prompt.

The one outlier pairing in prompts is Question 7, where the pre-survey asked students to agree with whether the assignments were “what the student was expecting” and the post-survey asked whether the student agreed the course “helped the student understand” why college writing “was important.” Unlike the other prompts, which are aligned and oriented explicitly around the same language and concepts, these prompts were aligned in terms of correlative relationship, where the perception that course readings and assignments met expectations would be an indicator of how the course demonstrated the importance of writing for college success.

For all prompts, differences pre-to-post were then calculated to indicate the degree of change of student attitudes over the course of the semester.

Table. Pre and post survey results by question, extent of agreement and attitude change pre-post, students taking both pre- and post-surveys (experimental = 18, control = 9)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Pre Survey** | **Extent of Agreement** | **Post Survey** | **Extent of Agreement** | **Difference** |
| **Prompt 1** | **I find the course organized and accessible.** |  | **The course was organized and accessible.** |  |  |
| Experimental |  | 77.8% |  | 77.8% | 0.0% |
| Control |  | 88.9% |  | 77.8% | -11.1% |
| **Prompt 2** | **I find the online tools easy to navigate and use.** |  | **The online tools were easy to navigate and use.** |  |  |
| Experimental |  | 66.7% |  | 77.8% | 11.1% |
| Control |  | 66.7% |  | 66.7% | 0.0% |
| **Prompt 3** | **I expect this course to be easy.** |  | **This course was as easy as I expected it to be.** |  |  |
| Experimental |  | 38.9% |  | 66.7% | 27.8% |
| Control |  | 77.8% |  | 44.4% | -33.3% |
| **Prompt 4** | **I find assignments and readings challenging.** |  | **The assignments and readings were challenging.** |  |  |
| Experimental |  | -22.2% |  | 11.1% | 33.3% |
| Control |  | 22.2% |  | -11.1% | -33.3% |
| **Prompt 5** | **I find assignments and readings engaging.** |  | **The assignments and readings were engaging.** |  |  |
| Experimental |  | 33.3% |  | 44.4% | 11.1% |
| Control |  | 55.6% |  | 44.4% | -11.1% |
| **Prompt 6** | **The instructions help me understand what I'm supposed to do.** |  | **The instructions helped me understand what I'm supposed to do.** |  |  |
| Experimental |  | 77.8% |  | 61.1% | -16.7% |
| Control |  | 77.8% |  | 66.7% | -11.1% |
| **Prompt 7** | **The assignments and readings are what I was expecting in a composition course.** |  | **The course helped me understand why writing is important for success in college.** |  |  |
| Experimental |  | 55.6% |  | 77.8% | 22.2% |
| Control |  | 77.8% |  | 66.7% | -11.1% |
| **Prompt 8** | **I feel the course supports my learning.** |  | **The course supported my learning.** |  |  |
| Experimental |  | 66.7% |  | 77.8% | 11.1% |
| Control |  | 88.9% |  | 77.8% | -11.1% |
| **Prompt 9** | **I think I will get the grade I am aiming for.** |  | **I'm confident I'll get the grade I was aiming for at the beginning of the semester.** |  |  |
| Experimental |  | 61.1% |  | 72.2% | 11.1% |
| Control |  | 88.9% |  | 22.2% | -66.7% |
| **Prompt 10** | **I feel this course supports my success in ENGL 1101.** |  | **The course supported my success in ENGL 1101.** |  |  |
| Experimental |  | 50.0% |  | 66.7% | 16.7% |
| Control |  | 100.0% |  | 66.7% | -33.3% |

Except for Prompt 1, I find/found the course organized and accessible,” Prompt 3, I expect this course to be easy/The course was as easy as I expected it to be, and Prompt 6, “The instructions help/helped me understand what I’m supposed to do,” the experimental group saw an increase in agreement pre-to-post, while the control group saw a decrease. For Prompt 1, the experimental group saw no change in agreement, while the control saw a decrease in agreement. For Prompt 3, the experimental group saw an increase in agreement, while the control group saw no change. For Prompt 6, the experimental group saw a greater decrease in agreement than was seen in the control group.

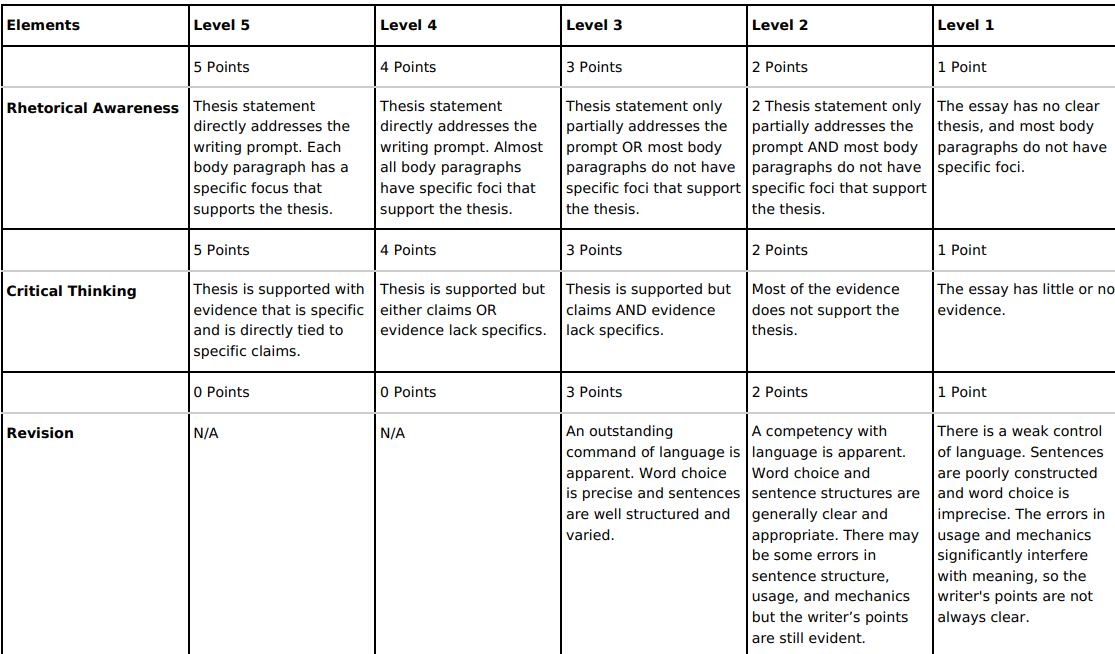
Qualitative Learning Outcomes Assessment of Writing Proficiency Using Student Learning and Licensure (SL&L) ePortfolio platform

The rubric we used for assessing the English Support Composition 999 measured the following outcomes:

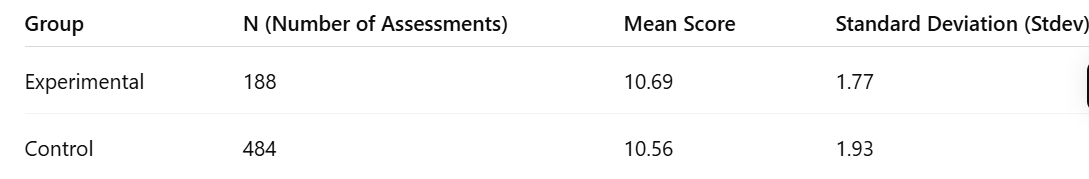
*Students who successfully complete this course will be able to:*

* Write whole essays with clear thesis statements, and coherent and unified paragraphs
* Think critically and support their thinking with details, examples, reasons, and evidence
* Edit their writing to conform to the grammar, punctuation rules of standard written English

Fall 2024 students were scored on five to three levels and according to three criteria (Rhetorical Awareness, Critical Thinking, and Revision).



**Results for ENGL Support Composition (999)**



* Sample Size: The Control group (N=484) is much larger than the Experimental group (N=188), which may increase the reliability of its average.
* Mean: The Experimental group has a slightly higher mean score (10.69 vs. 10.56), indicating a small improvement in performance.
* Standard Deviation: The Experimental group has a slightly lower standard deviation (1.77 vs. 1.93), suggesting scores were slightly more consistent among those students.

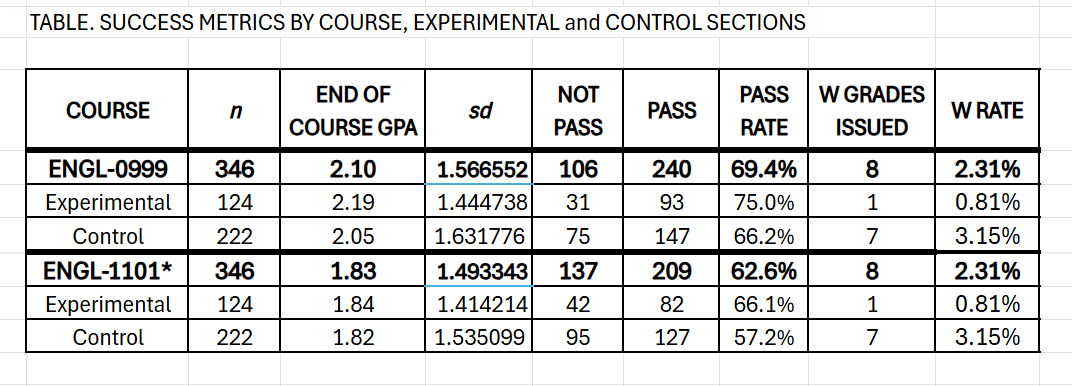
### Interpretation

The experimental intervention may have led to a small improvement in assessment outcomes and slightly more consistent performance, but the differences are minor. Statistical significance would need to be tested to determine if these differences are meaningful.

Institutional Data

We also looked at institutional data reflecting student performance in terms of course grades. In the study conducted across multiple sections, both experimental and control groups were evaluated to assess student performance. This student sample is smaller than the SL&L sample as we only looked at data of students who completed the IRB consent form.

The following table provides most of the metrics pertaining to overall course success. It shows that in terms of pass rate, average end-of-course-GPA, and withdrawal rate (something new for this year), Experimental sections (that is, the ones using the template) outperformed those that did not.



Findings

**ENGL-0999 (Learning Support Course Only)**

|  |  |  |  |
| --- | --- | --- | --- |
| Metric | Experimental (n=124) | Control (n=222) | Difference |
| GPA | 2.19 | 2.05 | +0.14 |
| Pass Rate | 75.0% | 66.2% | +8.8% |
| Withdrawal Rate | 0.81% | 3.15% | −2.34% |

The ENGL 0999 experimental group clearly outperformed the control in all success metrics:

* Higher GPA
* Significantly higher pass rate
* Lower withdrawal rate

**ENGL-1101\*** ***(Co-enrolled with ENGL 0999)***

|  |  |  |  |
| --- | --- | --- | --- |
| Metric | Experimental (n=124) | Control (n=222) | Difference |
| GPA | 1.84 | 1.82 | +0.02 |
| Pass Rate | 66.1% | 57.2% | +8.9% |
| Withdrawal Rate | 0.81% | 3.15% | −2.34% |

In ENGL 1101, the experimental co-enrolled students again outperformed the control group:

* Slightly higher GPA
* Substantially higher pass rate
* Much lower withdrawal rate

**Overall Conclusion**

Both groups of experimental students (0999-only and co-enrolled 1101\*) performed better than their control counterparts.

Benefits included:

* Higher pass rates (+8.8% and +8.9%)
* Lower withdrawal rates (−2.34% for both)
* Slightly improved or stable GPAs
* More positive attitudes toward the purpose of the course, accessibility and organization of the course, and clarity on how it supports success in ENGL 1101.

The experimental intervention appears to have benefited students in ENGL 0999 and co-enrolled students (ENGL-1101), with higher pass rates and lower withdrawal rates.

# Sustainability Plan

*Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.*

The sustainability plan for offering the materials in the courses in the future involves a structured approach to ensure ongoing availability, maintenance, and updating of course materials. Starting in Fall 2025, all part-time and new faculty will use the course template. The remaining faculty will be encouraged to use the template as a no-cost option, and we will inform faculty on the higher pass rate of the course compared to non-template courses. The Composition Committee in coordination with the English Support (Segue) Committee will oversee the maintenance of the template, and update any information, materials, or links as deemed necessary. To encourage faculty to use elements of the course template, we will make it editable. This way faculty may include specific exercises or assignments they would like to teach within the broader template structure. We will also continue to offer instructional support to faculty that will acquaint them with the template instructional design, including training on using the embedded technology tools that result in creating interactive and engaging course materials.

# Future Affordable Materials Plans

*Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.*

Our ALG projects have significantly influenced our approach to selecting learning materials for current and future courses. Through the process of designing a no-cost, adaptive, and culturally responsive course template, we have seen firsthand how affordable, thoughtfully curated resources can positively impact both student engagement and academic performance. We are committed to prioritizing the use of open educational resources (OER), adaptive platforms, and culturally diverse materials whenever possible in our courses. The success of embedding adaptive technologies has encouraged us to seek out further tools that personalize learning paths and support differentiated instruction. This project demonstrated that reducing material costs is not just a financial benefit to students; it is a pedagogical improvement that leads to equity, transparency, and academic success.

# Future Scholarship Plans

*Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*

The team plans to make the results of the study available in multiple academic and public spaces, including proposals for the 2026 USG Teaching & Learning Conference. Further, with revisions to this project, we hope to present this work at other USG institutions with diverse populations to consider how to meet students where they are in first-year writing. With the ALG ENGL 1102 grant awarded to the team, we also plan to dig deeper into the data and its implications for students at minority-serving and first-generation-serving institutions from 1101/999 to 1102 as we note there is a significant drop is pass rates for English 999 students in their 1102 courses.

# Description of Photograph (optional)

*This is where a team can list the names of the people shown in this separately uploaded photograph, along with their roles, if applicable.*