Application Details

Manage Application: Textbook Transformation Grants: Round Ten

Award Cycle:	Round 10
Internal Submission Deadline:	Friday, September 29, 2017

Application Title:	340
Application ID:	001877
Submitter First Name:	Daniel
Submitter Last Name:	Farr
Submitter Title:	Lecturer of Sociology
Submitter Email Address:	dfarr4@kennesaw.edu
Submitter Phone Number:	470-578-7790
Submitter Campus Role:	Proposal Investigator (Primary or additional)
Applicant First Name:	Daniel
Applicant Last Name:	Farr
Co-Applicant Name(s):	Angela Nava
Applicant Email Address:	dfarr4@kennesaw.edu
Applicant Phone Number:	470-578-7970
Primary Appointment Title:	Lecturer of Sociology
Institution Name(s):	Kennesaw State University
Submission Date:	Monday, October 2, 2017

Proposal Title:	340
Proposal Category:	No-Cost-to-Students Learning Materials
Are you using an OpenStax textbook?:	No
Final Semester of Instruction:	Fall 2018

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

Daniel Farr, Lecturer of Sociology, Dept. of Sociology and Criminal Justice, Kennesaw State University

Angela Nava, Lecturer of Criminal Justice, Dept. of Sociology and Criminal Justice, Kennesaw

State University

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

Dawn Baunach, Chair, Dept. of Sociology and Criminal Justice, Kennesaw State University

Course Names, Course Numbers and Semesters Offered:

Foundation of Criminal Justice, CRJU1101, Spring, Summer, Fall

List the original course materials for students (including title, whether optional or required, & cost for each item):	Essentials of Criminal Justice, 10th ed. 2017. L.J. Siegel & J.L. Worrall. Boston, MA: Cengage Learning. Required. Publisher list: $189.95
Average Number of Students per Course Section:	58
Number of Course Sections Affected by Implementation in Academic Year:	5

Average Number of Course Sections Per Semester:

Taught by Nava:

2 spring

1 summer

2 fall

Total Number of Students Affected by Implementation in Academic Year:	290
Requested Amount of Funding:	$10,800
Original per Student Cost:	$189.95
Post-Proposal Projected Student Cost:	$0
Projected Per Student Savings:	$189.95

Projected Total Annual Student Savings:	$55,085.50

Project Goals:

1. The central goal for this transformation is to reduce student costs while simultaneously maintaining high academic standards and rigor. This transformation will be two-fold: transforming the face-to-face instructional format and the online teaching format of this course. The use of no-cost course materials will support the USG initiative to reduce student debt. The overall goal of student savings via this transformation of three online sections of CRJU1101: Foundation of Criminal Justice and two face-to-face sections of CRJU1101 offered per year (estimated number of sections taught by Nava across spring, summer, fall) will result in an annual savings of approximately $55,000 (~$28,500 among online; ~$26,500 [AN3]face-to-face). Please note however, these numbers were based on course enrollments in Nava's first year in the department, it is expected that in most academic years she will offer a total of six sections, enrolling up to 380, thus saving $72,181. Once this course is established and designed for online availability to other instructors, this could result in further savings among online classes alone (annually ~10 sections, varied class size) up to ~$83,500 savings among online courses alone; if adopted by all CRJU1101 courses (face-to-face/online, across spring,summer, and fall 2017 22 sections total, with enrollment of 1,125) this could result in savings of ~$213,700. Given the large enrollment numbers of this general education course, this transformation may result in significantly higher savings if adopted by others.

2. Another goal of this transformation is to increase the accessibility of course materials to students. In the past, many students have had to delay the purchase of the course text until weeks into the semester, if they purchase one at all. This delay or lack of text places these students at significant disadvantage in the course, which may lead to failure, withdrawal, and repeating – all poor outcomes that increase the overall cost of their higher education. Through the adoption of no-cost text options, the readings are available to students from day one, which will hopefully improve student learning outcomes, increase student retention rates, and reduce fail/repeat rates. This transformation is particularly innovative as it will impact students enrolled in this course both within traditional face-to-face classes and online – thus meeting the needs of students who may seek to fulfill this general education requirement in classroom environments befitting their academic needs.

3. This project will identify no-cost texts as the foundational source material for a newly transformed course. Adoption of new materials will necessitate the restructuring of content for both the face-to-face classroom and the online course. This will require the development of new course content materials, including: Power Points, instructional lectures, writing assignments, discussion activities, ungraded student self-assessments, and graded assessments.

4. The newly developed online course will receive Quality Matters (QM) peer-review to assure quality of structure.

5. Pedagogical transformation of the course will first focus on locating and building content for use and then upon the course assessments and materials. The newly designed online section will be informed by online best practices. Through student evaluations and feedback,

modifications to instructional technique, student learning activities, and assessments will be on-going for both the face-to-face and online classes once this transformation is implemented.

Statement of Transformation:

1. This transformation is focused upon the development of a newly redesigned (1) face-to-face class structure and (2) online QM-approved course based upon no-cost course materials. For the face-to-face course, expected to be taught twice annually to likely large classes (90+), this transformation will require the development of accompanying online resource content in D2L or via the library system for the accessibility of course materials, the restructuring of the syllabus, and updating of lectures/discussions/assessments. For the face-to-face course, the teaching and discussion components will be classroom based with D2L primarily serving as the repository for course readings/resources.

Within the creation of a new online course, which is expected to be taught three times annually (across spring, summer, fall), the course will be sub-divided into modules based on each major course topic (for example, policing, courts, etc). Each module will likely be inclusive of several key components: a student work checklist, student learning objectives, the module readings, a Power Point presentation/lecture, a non-graded student learning self-assessment, a discussion board, and a graded assessment of student learning. Additionally, specific modules will include optional readings/articles, links to relevant sources/web resources, films, periodic exams, and written assessment activities and their supportive resources. All course materials will be no-cost to students. Course modules will encourage student-to-student, student-to-instructor, and student-to-content interactions and engagement.

2. The central stakeholders of this transformation are students, faculty, and the criminal justice program.

3. Students remain central stakeholders of this transformation in that they benefit from cost savings. Students will also be informative of continued refinement and revision of the course in coming semesters as each cohort's feedback fosters changes to the class.

The transformation of this course will increase student success as all students will have access to the no-cost textbook and course materials. Currently, as many as 65% of students choose to forgo buying textbooks due to cost (USPIRG, 2014). Among such students, 94% indicated the concern that a lack of textbook access would hurt their course grade (USPIRG, 2014). The high cost of course texts results in academic ripples of poor student grades, course withdrawals, delayed degree completion, difficulties progressing in one's major, and may reduce the number of courses a student is able to enroll in during a semester. Indeed, 82% of students believe they would do significantly better in a course if their textbook were available online for free (USPIRG, 2014).

As course developers and instructors, we remain invested in maintaining academic rigor while also assuring the material remains current and relevant to the field of Criminal Justice. Simultaneously, we are also concerned about the success of our students. We continuously seek to reduce withdrawal/fail/repeat rates for our classes and support appropriate progress towards the timely completion of student's degree program.

As instructors who teach both online and face-to-face, we are also invested in sharing learning outcomes from this endeavor with colleagues to encourage transformation of additional offerings of this course to no-cost resources.

The criminal justice program, including the online minor option, remain vested stakeholders in this process. Having a newly developed no-cost QM-approved online section of CRJU1101 will provide the opportunity for this new format to be taught by other instructors in the program. This is a particularly salient point for the sustainability of the major and minor programs and this course, as additional instructors teach this course online in [AN4]the future.

The Sociology and Criminal Justice Department as a whole remains a stakeholder in this process as well. The fully online Sociology major has already undertaken two online course transformations to no-cost materials (both grant receiving transformations with Daniel Farr). This transformation will facilitate the offering of two general education course options in the department—helping us remain leaders in our college on this initiative. Indeed, many of our fully online Sociology majors take this course to fulfill part of their lower-division requirements. Finally, KSU itself is a stakeholder as students across the university are required to take a variety of general education course, this course being one of these options. As the costs of higher education continue to rise, it is important for our institution to seek measures to assure access and success for as many students as possible.

4. This grant will support a complete transformation of this course, for both face-to-face offerings and through the revision of course content and offerings of a new QM-approved class for online instruction. The use of a new online CRJU1101 will impact the CJ online minor, Soc online major[AN5], thus the department as a whole—as student success in this course increases, student program progress rates improve, retention improves, and graduation rates will increase. This course will further the department's reputation in student cost-reduction as this will be the third course in the program to be transformed to no-cost course materials. Institutionally, and within this college, this course will serve as a model of course cost reduction and the student success that is supported by such transformations.

Transformation Action Plan:

To assure scope of content and topics, the first stage of this transformation will be to identify and review contemporary Intro to Criminal Justice textbooks for chapter and topic themes. Having taught this course numerous times, a strong familiarity is already in place based on the current course textbook, but it is important to explore alternatives to offer the most comprehensive and effective content possible. Identification of Intro textbooks will occur via the review of appropriate textbook publisher catalogs and through the use of online search engines. These texts' table of contents will be analyzed to identify major topics and common order of discussion. The most commonly covered topics will be addressed in the newly designed course content, in the general order found among most texts.

Once major themes and topics are established, we will pursue open source content to meet these instructional needs. Firstly, open source textbooks and readers will be examined—for scope, current content, accessibility/reading level, and effectiveness. If some open source texts are found to meet major needs, components of those texts will be incorporated into the

new course design. From here, additional areas that need to be addressed will be met through the exploration of academic articles available within our library system and other materials available online. We will be mindful of USG copyright policy in this process and all materials incorporated will comply.

As this course was previously transformed at other institutions via an Affordable Learning Georgia grant (Grant #204, Round 5) we will also be consulting their submitted materials that are available through GALILEO. Their work will undoubtedly be informative and guide our efforts in this transformation.

Together, we will design the course and syllabus. For the face-to-face course, this will entail outlining the course content (i.e., major topics) to be covered in a syllabus, and the order in which topics will be presented; selecting readings on the topics of coverage; creating PowerPoints and lectures based on the readings; and organizing and posting the readings to D2L where students may access them. Similarly, for the fully-online course, we will expand this content for online instruction, incorporating recorded content/lecturers, interaction via discussion boards, and other relevant activities.

The team members of this project bring distinct skills. Nava has specialization in Criminal Justice and has taught this course numerous times. She will be particularly focused on the content and instructional scope/administration. Farr, who has previously completed an ALG grant for Intro. to Sociology and is working a second grant, will particularly focus effort on the design and creation of the online course format incorporating the content as dictated by Nava. Essentially, Nava will serve as both subject matter expert and instructor of record and Farr as instructional designer for online. The overall workload will be divided in the development of these courses. Nava will teach both formats and Farr will engage in the analysis and reporting components.

Course materials for both course formats will be uploaded to D2L to allow student accessibility. The online section of this course, once QM approved, will also be available to other online instructors as a template course for their implementation.

Quantitative & Qualitative Measures:

1. We will evaluate the textbook transformation's effectiveness by student success and student perceptions of the redesigned courses. To do so, we will examine the following quantitative measures: the number of students who withdraw or fail; final grade distributions (mean, median, mode); select test questions that assess proficiency of course learning outcomes; mid-semester student course evaluations; students' course evaluations (quantitative scores); and an end of semester survey focused upon student feedback about the newly adopted course materials. Additionally, we will consult with the College of Humanities and Social Sciences Distance Learning office to develop additional tools (both quantitative and qualitative) for assessing learning outcomes. The intention is to compare student knowledge at the beginning, midpoint, and end of the course to determine the effectiveness of the new course text's impact on learning.

2. This collected quantitative data will be analyzed on its own merits, but will also be contrasted with data points from recent semesters of the course, before the adoption of no-cost materials. Centrally, comparisons of the withdrawal and fail rates, as well as grade outcomes will be contrasted with recently taught online sections of this course to assess the impact of transforming to no-cost course materials.

3. Qualitative assessment will be accomplished with the use of students' course evaluations (qualitative feedback), qualitative responses in the mid-semester evaluations, and qualitative comments within the end of semester survey on the newly adopted course materials.

4. In terms of evaluation, we are most interested in assessing course and teaching effectiveness. More specifically, we seek to determine a) is the course delivering what it promised in terms of affordable learning?; b) how effective were the instructional materials and pedagogy involving the open-access text in helping students learn the subject matter?; c) how effective were course activities in improving the ability of students to use their

newly acquired knowledge of criminal justice?; d) which of the instruction-related materials and assignments, including the open-access text, were most helpful in meeting learning objectives?; e) how did students evaluate this course and instructors compared to other courses?; and f) what additional observations did students offer when responding to open-ended questions about the use of this new course material?

Timeline:

October 2017 – December 2018

October - December 2017:

* Notification of award.

* Attend Kick-Off Meeting November 6, 2017

* Review textbook options and explore additional supplementary resources.

* Review online teaching literature for new ideas, innovations, and resources.

* Based on material review, select specific no-cost text/material for course redesign.

* Determine which topics to cover and in what order.

January - March 2018:

(NOTE: Jan-May 2018 focus upon the development of the online CRJU1101 course)

* Establish basic course outline, format, and structure.

* Divide specific course development and module/topic responsibilities between Farr and Nava; Farr focusing on structure; Nava on development of course content materials.

* Nava develop preliminary instructional resources for new online course.

* Farr and Nava design schedule for administration of course material for Fall 2018 semester.

April – May 2018:

* Farr will complete assigned module learning materials and course organization, using Nava developed instructional resources.

* Farr and Nava will review each other's developed course content and provide feedback for revision to assure course consistency.

* Revision and finalization of instructional content will be completed.

* Assessments for online will be completed.

* Online course will be finalized and submitted for institutional QM review.

July 2018:

* Any needed D2L revisions will be made for the online CRJU1101 course.

* Farr will organize and develop the online format for the Fall 2018 face-to-face course.

* In consultation with Distance Learning, quantitative and qualitative assessment tools will be developed for the fall administration of the course.

* Both the online and the face-to-face course formats will be finalized in late July/early August

for administration in Fall 2018

<u>August - December 2018:</u>
* The newly developed courses (CRJU1101 face-to-face; CRJU1101 online) will be offered to students in Fall 2018 by Dr. Nava
* During semester, assessments as described will be administered.
* Final evaluation, assessment, and reporting of data outlined in Section 1.4 will be completed by Farr.
* Data will be shared with colleagues and administrators at KSU and may be presented in appropriate upcoming conferences or meetings.

Budget:

* Salary compensation for Daniel Farr = $5,000
* Salary compensation for Angela Nava = $5,000
* Overall project expenses and travel costs = $800

Total: $10,800

Sustainability Plan:

Hired as a primarily online lecturer, Nava will be expected to offer this course on a regular basis in the future. She is also expected to regularly teach face-to-face, with CRJU1101 as a regular offering therein. As indicated earlier in application, she typically offers 3-4 online sections of this course and 2 face-to-face sections annually. As a general education course it is typically offered online in spring, summer, and fall semesters, with numerous sections online and face-to-face.

Current enrollment for this online course caps at ~50 students per section, with numerous sections offered per semester. The face-to-face class may enroll up to 90 students, also with numerous sections in fall and spring. It is possible that the enrollment numbers will increase in the future, but it is not expected to ever decrease. Institutionally, there are current efforts to significantly increase online offerings/seats in lower division courses.

As an individual instructor, Nava will offer this no-cost-to-students course in future sections of CRJU1101. This course will additionally be shared with all other online instructors who may choose this format as an opportunity to support affordable student learning.

In an effort to maintain and continuously improve this course and its materials, we will meet at the end of each semester to assess if changes should be made for the next semester. Any such changes will be based upon student feedback and our own evaluations of what is working (or not working) in the course. Adjustments in course content and material will be made to reflect changes in the field, as appropriate.

Kennesaw State UNIVERSITY

College of Humanities
and Social Sciences

Department of Sociology
and Criminal Justice

September 25, 2017

College of Humanities and Social Sciences
Office of Distance Education

To the Members of the Review Committee:

I write this letter to offer my full support to the proposal for the Affordable Learning Georgia Textbook Transformation grant submitted by Dr. Daniel Farr and Dr. Angela Nava. The grant proposal seeks to identify and implement the use of no-cost course instructional materials for CRJU1101: Introduction to Criminal Justice. This course is the main lower-division Criminal Justice courses offered by the Department of Sociology and Criminal Justice, serving as a university general education course and as an entry course into the Criminal Justice major. Each semester the department offers multiple sections of the course both online and face-to-face. This is a high demand course offering up to 550-600 seats per semester, across 8-10 sections. The current textbook costs nearly $190. By having quality, no-cost instructional materials available to instructors, students will have significant savings – Dr. Nava's average annual course offerings alone would lead to nearly $50,000 in savings!

These savings would be available to all faculty teaching the CRJU1101 course; Drs. Nava and Farr plan to make the no cost course materials available to all instructors. As part of the ALG website, all materials developed with these funds are publicly available. Therefore, instructors at other institutions, most of which offer this course in their Criminal Justice departments, will have access to the materials. Students across the state will be able to benefit from this transformation.

Drs. Farr and Nava are superbly qualified to work on this project. They are eminent and experienced scholars and instructors, both in the traditional classroom and online. I can think of none better to take on this important task. In fact, Dr. Farr has previously and successfully developed an Introduction to Sociology (SOCI 1101) course and is currently working on a Social Problems (SOCI 2251) course through ALG grants. In summary, I fully support this proposal and strongly encourage the committee to fund it.

Sincerely,

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

Kennesaw
State UNIVERSITY

College of Humanities and Social Sciences
Office of Distance Education

September 25, 2017

Dear Members of the Proposal Review Committee:

I am writing to support Dr. Daniel Farr and Dr. Angela Nava's proposal to create low cost to students learning materials for CRJU1101: Introduction to Criminal Justice. This course is an important part of the online criminal justice minor and the KSU student population at large as a general education course. It will provide more flexible and affordable options for both online and f2f students. Also, we have 15 additional online majors that this course will support in providing a relevant and beneficial elective, thereby speeding up graduation time for students across the university while reducing student debt load.

This course is an excellent class for transformation with a no cost textbook option. By replacing the current textbook with no cost to students resources, Dr. Nava will save students in this course ~$190 each, for a possible savings, of approximately $50,000 annually. If this no-cost structure were to be adopted by others in her program, given annual seats of CRJU1101 the result could be student savings of over $240,000.
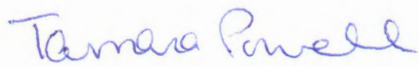
At Kennesaw State University, faculty in the Sociology and Criminal Justice Department share their online courses with their colleagues, and it is possible that this course with no cost to students learning materials will benefit even more students as other faculty also teach the course using Dr. Farr and Dr. Nava's innovations. They understand that an important part of facilitating wider adoption of this textbook is creating robust and valuable support materials—quizzes in the LMS to go along with course texts, easily replicable assignments with grading rubrics, and

PowerPoints (to create voiceover lectures) that bridge the gap between the course goals and the textbook readings. I have worked with both Dr. Farr and Dr. Nava in the KSU learning community to support large-enrollment online courses. They have the skills to create high quality support materials for this textbook transformation project and to serve a large number of students in the process. To be blunt, awarding them this grant is an excellent investment in Georgia student success.

At KSU, online courses go through a Quality Matters re-review every three years, and course materials are updated. Therefore, sustainability is built into the course design. As such, sustainability will not be a challenge for these talented professors.

If you have any questions, or if I can be of any assistance, please do not hesitate to contact me at tpowel25@kennesaw.edu or 470-578-2911.

Sincerely,

Tamara Powell

Dr. Tamara Powell, Director
College of Humanities and Social Sciences Office of Distance Education and
Professor of English

Affordable Learning Georgia Textbook Transformation Grants

Round TEN

For Implementations beginning Spring Semester 2018

Running Through Fall Semester 2018

Proposal Form and Narrative

- *The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.*

- ***Note: The only way to submit the proposal is through the online form in Georgia Tech's InfoReady Review at:***

  https://gatech.infoready4.com/#competitionDetail/1757803

- *If you are copying and pasting into InfoReady Review from this form, first convert the file to **plain text** and copy/paste from the plain text file.*

  - *In Word, go to File > Save As… > and change the file format to "Plain Text (.txt)."*

  - *Copy and paste from the .txt file.*

  - *Be sure to save both copies in case you are asked to resubmit.*

- *Microsoft Word Document formatting pasted into InfoReady Review will render the reviewer copy unreadable. **If you paste Word-formatted tables into InfoReady Review, you may be asked to resubmit your application if time permits.***

- *Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal. Proposals that do not follow the instructions may be returned.*

Submitter Name	Daniel Farr
Submitter Title	Lecturer of Sociology
Submitter Email	Dfarr4@kennesaw.edu

Submitter Phone Number	470-578-7790
Submitter Campus Role	*Proposal Investigator (Primary or Additional)*
Applicant Name	*Daniel Farr*
Applicant Email	Dfarr4@kennesaw.edu
Applicant Phone Number	470-578-7790
Primary Appointment Title	*Lecturer of Sociology*
Institution Name(s)	Kennesaw State University
Team Members	**Daniel Farr, Sociology & Criminal Justice, KSU** **Angela Nava, Sociology & Criminal Justice, KSU**
Sponsor, Title, Department, Institution	*Dawn Baunach, Dept. Chair* *Sociology & Criminal Justice, Kennesaw State University*
Proposal Title	No-Cost Introduction to Criminal Justice: Online and Face-to-face Classrooms
Course Names, Course Numbers and Semesters Offered	*Foundation of Criminal Justice; CRJU1101*
Final Semester of Instruction	*Summer 2018*

Average Number of Students Per Course Section	58	Number of Course Sections Affected by Implementation in Academic Year	5 (2 f2f; 3 online)	Total Number of Students Affected by Implementation in Academic Year	290
Average Number of Course Sections Per Semester	*1 summer* *2 fall* *2 spring*				
Award Category (pick one)	☒ No-or-Low-Cost-to-Students Learning Materials ☐ Specific Core Curriculum Courses				
Are you planning on using an OpenStax textbook?	☐ Yes ☒ No				
List the original course materials for students (including title, whether optional or required, & cost for each item)	*Required:* Siegel, L. J. & Worrall, J. L. (2017). *Essentials of Criminal Justice* (10th ed.). Boston, MA: Cengage Learning. Publisher list: $189.95				
Requested Amount of Funding	$10,800				
Original Per Student Cost	$189.95				

Post-Proposal Projected Per Student Cost	$0
Projected Per Student Savings	$189.95
Projected Total Annual Student Savings	*$55,085.50*

NARRATIVE

1.1 PROJECT GOALS

List the goals you are trying to achieve with the transformation, including goals for student savings, student success, materials creation, and pedagogical transformation.

1. The central preliminary goal for this transformation is to reduce student costs while simultaneously maintaining high academic standards and rigor. This transformation will be two-fold: transforming the face-to-face instructional format and the online teaching format of this course. The use of no-cost course materials will support the USG initiative to reduce student debt. The overall goal of student savings via this transformation of three online sections of CRJU1101: Foundation of Criminal Justice and two face-to-face sections of CRJU1101 offered per year (estimated number of sections taught by Nava across spring, summer, fall) will result in an annual savings of approximately $55,000 (~$28,500 among online; ~$26,500 face-to-face). Please note however, these numbers were based on course enrollments in Nava's first year in the department, it is expected that in most academic years she will offer a total of six sections, enrolling up to 380, thus saving $72,181. Once this course is established and designed for online availability to other instructors, this could result in further savings among online classes alone (annually ~10 sections, varied class size) up to ~$83,500 savings among online courses alone; if adopted by all CRJU1101 courses (face-to-face/online, across spring,summer, and fall 2017 22 sections total, with enrollment of 1,125) this could result in savings of ~$213,700. Given the large enrollment numbers of this general education course, this transformation may result in significantly higher savings if adopted by others.
2. Another goal of this transformation is to increase the accessibility of course materials to students. In the past, many students have had to delay the purchase of the course text until weeks into the semester, if they purchase one at all. This delay or lack of text places these students at significant disadvantage in the course, which may lead to failure, withdrawal, and repeating – all poor outcomes that increase the overall cost of their higher education. Through the adoption of no-cost text options, the readings are available to students from day one, which will hopefully improve student learning outcomes, increase student retention rates, and reduce fail/repeat rates. This transformation is particularly innovative as it will impact students enrolled in this course both within traditional face-to-face classes and online – thus meeting the needs of students who may seek to fulfill this general education requirement in classroom environments befitting their academic needs.
3. This project will identify no-cost texts as the foundational source material for a newly transformed course. Adoption of new materials will necessitate the restructuring of content for both the face-to-face classroom and the online course. This will require the development of new course content materials, including: Power Points, instructional lectures, writing assignments, discussion activities, ungraded student self-assessments, and graded

assessments.
4. The newly developed online course will receive Quality Matters (QM) peer-review to assure quality of structure.
5. Pedagogical transformation of the course will first focus on locating and building content for use and then upon the course assessments and materials. The newly designed online section will be informed by online best practices. Through student evaluations and feedback, modifications to instructional technique, student learning activities, and assessments will be on-going for both the face-to-face and online classes once this transformation is implemented.

1.2   STATEMENT OF TRANSFORMATION

- *Describe the transformation.*

- *Identify stakeholders affected by the transformation.*

- *Describe the impact of this transformation on stakeholders and course success.*

- *Describe the transformative impact on the course, program, department, institutions, access institution, and/or multiple courses.*

This transformation is focused upon the development of a newly redesigned (1) face-to-face class structure and (2) online QM-approved course based upon no-cost course materials. For the face-to-face course, expected to be taught twice annually to likely large classes (90+), this transformation will require the development of accompanying online resource content in D2L or via the library system for the accessibility of course materials, the restructuring of the syllabus, and updating of lectures/discussions/assessments. For the face-to-face course, the teaching and discussion components will be classroom based with D2L primarily serving as the repository for course readings/resources.

Within the creation of a new online course, which is expected to be taught three times annually (across spring, summer, fall), the course will be sub-divided into modules based on each major course topic (for example, policing, courts, etc). Each module will likely be inclusive of several key components: a student work checklist, student learning objectives, the module readings, a Power Point presentation/lecture, a non-graded student learning self-assessment, a discussion board, and a graded assessment of student learning. Additionally, specific modules will include optional readings/articles, links to relevant sources/web resources, films, periodic exams, and written assessment activities and their supportive resources. All course materials will be no-cost to students. Course modules will encourage student-to-student, student-to-instructor, and student-to-content interactions and engagement.

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significantly better in a course if their textbook were available online for free (USPIRG, 2014).

As course developers and instructors, we remain invested in maintaining academic rigor while also assuring the material remains current and relevant to the field of Criminal Justice. Simultaneously, we are also concerned about the success of our students. We continuously seek to reduce withdrawal/fail/repeat rates for our classes and support appropriate progress towards the timely completion of student's degree program.

As instructors who teach both online and face-to-face, we are also invested in sharing learning outcomes from this endeavor with colleagues to encourage transformation of additional offerings of this course to no-cost resources.

The criminal justice program, including the online minor option, remain vested stakeholders in this process. Having a newly developed no-cost QM-approved online section of CRJU1101 will provide the opportunity for this new format to be taught by other instructors in the program. This is a particularly salient point for the sustainability of the major and minor programs and this course, as additional instructors teach this course online in the future.

The Sociology and Criminal Justice Department as a whole remains a stakeholder in this process as well. The fully online Sociology major has already undertaken two online course transformations to no-cost materials (both grant receiving transformations with Daniel Farr). This transformation will facilitate the offering of two general education course options in the department—helping us remain leaders in our college on this initiative. Indeed, many of our fully online Sociology majors take this course to fulfill part of their lower-division requirements.

Finally, KSU itself is a stakeholder as students across the university are required to take a variety of general education course, this course being one of these options. As the costs of higher education continue to rise, it is important for our institution to seek measures to assure access and success for as many students as possible.

4. This grant will support a complete transformation of this course, for both face-to-face offerings and through the revision of course content and offerings of a new QM-approved class for online instruction. The use of a new online CRJU1101 will impact the CJ online minor, Soc online major, thus the department as a whole—as student success in this course increases, student program progress rates improve, retention improves, and graduation rates will increase. This course will further the department's reputation in student cost-reduction as this will be the third course in the program to be transformed to no-cost course materials. Institutionally, and within this college, this course will serve as a model of course cost reduction and the student success that is supported by such transformations.

1.3   TRANSFORMATION ACTION PLAN

Action plans must address:
- *The identification, review, selection, and adoption/adaptation/creation of the new course materials.*
- *The course and syllabus instructional design/redesign necessary for the transformation.*
- *The activities expected from each team member and their role(s): subject matter experts, instructional designer, librarian, instructor of record, et al.*
- *The plan for providing open access to the new materials.*

To assure scope of content and topics, the first stage of this transformation will be to identify and review contemporary Intro to Criminal Justice textbooks for chapter and topic themes. Having taught this course numerous times, a strong familiarity is already in place based on the current course textbook, but it is important to explore alternatives to offer the most comprehensive and effective content possible. Identification of Intro textbooks will occur via the review of appropriate textbook publisher catalogs and through the use of online search engines. These texts' table of contents will be analyzed to identify major topics and common order of discussion. The most commonly covered topics will be addressed in the newly designed course content, in the general order found among most texts.

Once major themes and topics are established, we will pursue open source content to meet these instructional needs. Firstly, open source textbooks and readers will be examined—for scope, current content, accessibility/reading level, and effectiveness. If some open source texts are found to meet major needs, components of those texts will be incorporated into the new course design. From here, additional areas that need to be addressed will be met through the exploration of academic articles available within our library system and other materials available online. We will be mindful of USG copyright policy in this process and all materials incorporated will comply.

As this course was previously transformed at other institutions via an Affordable Learning Georgia grant (Grant #204, Round 5) we will also be consulting their submitted materials that are available through GALILEO. Their work will undoubtedly be informative and guide our efforts in this transformation.

Together, we will design the course and syllabus. For the face-to-face course, this will entail outlining the course content (i.e., major topics) to be covered in a syllabus, and the order in which topics will be presented; selecting readings on the topics of coverage; creating PowerPoints and lectures based on the readings; and organizing and posting the readings to D2L where students may access them. Similarly, for the fully-online course, we will expand this content for online instruction, incorporating recorded content/lecturers, interaction via discussion boards, and other relevant activities.

The team members of this project bring distinct skills. Nava has specialization in Criminal Justice and has taught this course numerous times. She will be particularly focused on the content and instructional scope/administration. Farr, who has previously completed an ALG grant for Intro. to Sociology and is working a second grant, will particularly focus effort on the design and creation of the online course format incorporating the content as dictated by Nava. Essentially, Nava will serve as both subject matter expert and instructor

of record and Farr as instructional designer for online. The overall workload will be divided in the development of these courses. Nava will teach both formats and Farr will engage in the analysis and reporting components.

Course materials for both course formats will be uploaded to D2L to allow student accessibility. The online section of this course, once QM approved, will also be available to other online instructors as a template course for their implementation.

1.4   QUANTITATIVE AND QUALITATIVE MEASURES

- *The quantitative and qualitative measures of impact on student success and experience. The quantitative and qualitative data collected will be utilized in your final report as well as within ALG program communications.*
- *It is important to identify how the data is to be analyzed for each data source. In specific, the action plan must address the project's quantitative impact on student success (items such as Learning Objective success, Drop, Fail, Withdraw (DFW) delta rate, and any other critical factors) to measure impact on student experience.*
- *Qualitative measures can include student feedback through surveys, interviews, focus groups, or other means.*

1. We will evaluate the textbook transformation's effectiveness by student success and student perceptions of the redesigned courses. To do so, we will examine the following quantitative measures: the number of students who withdraw or fail; final grade distributions (mean, median, mode); select test questions that assess proficiency of course learning outcomes; mid-semester student course evaluations; students' course evaluations (quantitative scores); and an end of semester survey focused upon student feedback about the newly adopted course materials. Additionally, we will consult with the College of Humanities and Social Sciences Distance Learning office to develop additional tools (both quantitative and qualitative) for assessing learning outcomes. The intention is to compare student knowledge at the beginning, midpoint, and end of the course to determine the effectiveness of the new course text's impact on learning.
2. This collected quantitative data will be analyzed on its own merits, but will also be contrasted with data points from recent semesters of the course, before the adoption of no-cost materials. Centrally, comparisons of the withdrawal and fail rates, as well as grade outcomes will be contrasted with recently taught online sections of this course to assess the impact of transforming to no-cost course materials.
3. Qualitative assessment will be accomplished with the use of students' course evaluations (qualitative feedback), qualitative responses in the mid-semester evaluations, and qualitative comments within the end of semester survey on the newly adopted course materials.
4. In terms of evaluation, we are most interested in assessing course and teaching effectiveness. More specifically, we seek to determine 1) is the course delivering what it promised in terms of affordable learning?; 2) how effective were the instructional materials and pedagogy involving the open-access text in helping students learn the subject matter?; 3) how effective were course activities in improving the ability of students to use their newly acquired knowledge of criminal justice?; 4) which of the instruction-related materials and assignments, including the open-access text, were most helpful in meeting learning objectives?; 5) how did students evaluate this course and instructors compared to other courses?; and 6) what additional observations did students offer when responding to open-ended questions about the use of this new course material?

1.5   TIMELINE

This is a timeline of milestone dates for your transformation project through the end of the first semester the transformed course(s) is/are offered to students. Your interim reports will utilize this timeline to indicate if the project is on schedule.

When submitting this timeline in InfoReady Review, be sure to use the Paste from Word button in order to correctly paste a table from Word. Otherwise, the document will be unreadable to reviewers.

October 2017 – December 2018

October - December 2017:

- Notification of award.

- Attend Kick-Off Meeting November 6, 2017

- Review textbook options and explore additional supplementary resources.

- Review online teaching literature for new ideas, innovations, and resources.

- Based on material review, select specific no-cost text/material for course redesign.

- Determine which topics to cover and in what order.

January - March 2018:

(NOTE: Jan-May 2018 focus upon the development of the online CRJU1101 course)

- Establish basic course outline, format, and structure.

- Divide specific course development and module/topic responsibilities between Farr and Nava; Farr focusing on structure; Nava on development of course content materials.

- Nava develop preliminary instructional resources for new online course.

- Farr and Nava design schedule for administration of course material for Fall 2018 semester.

April – May 2018:

- Farr will complete assigned module learning materials and course organization, using Nava developed instructional resources.

- Farr and Nava will review each other's developed course content and provide feedback for revision to assure course consistency.

- Revision and finalization of instructional content will be completed.

- Assessments for online will be completed.

- Online course will be finalized and submitted for institutional QM review.

July 2018:

- Any needed D2L revisions will be made for the online CRJU1101 course.

- Farr will organize and develop the online format for the Fall 2018 face-to-face course.

- In consultation with Distance Learning, quantitative and qualitative assessment tools will be developed for the fall administration of the course.

- Both the online and the face-to-face course formats will be finalized in late July/early August for administration in Fall 2018

August - December 2018:

- The newly developed courses (CRJU1101 face-to-face; CRJU1101 online) will be offered to students in Fall 2018 by Dr. Nava

- During semester, assessments as described will be administered.

- Final evaluation, assessment, and reporting of data outlined in Section 1.4 will be completed by Farr.

- Data will be shared with colleagues and administrators at KSU and may be presented in appropriate upcoming conferences or meetings.

1.6 BUDGET

Include Personnel & Projected Expenses as appropriate for the category.

Proposals must involve teams of at least teams of 2 or more of any of the following: faculty, faculty librarians, instructional designers, subject matter experts, editors, graphic designers, or others as needed. It is required to include the $800 for overall project expenses and travel in this section.

Two levels of funding are available based on the scale of the project proposed:

The requested total budget is $10,800 ($5,000 x 2 team members + $800 for overall project expenses and travel).

- Salary compensation for Daniel Farr = $5,000

- Salary compensation for Angela Nava = $5,000

- Overall project expenses and travel costs = $800

*Funding is **not a direct stipend** to the team members, but rather goes **to the institution to cover the team member's time** (salary/release time/overload/replacement coverage), project expenses including related department needs, and travel expenses (up to $800 is specifically designated for at least two team members to attend the required in-person kickoff meeting).*

The proposing team must coordinate as necessary with their departments and institutional sponsors to determine how to handle the distribution, including amounts, release time/overload/salary/replacement as well as semester(s). This provides the maximum flexibility to the institution and the team in terms of how many people and what types of skills are needed, amount of compensation vs. replacement of teaching load, and timing in terms of semesters of preparatory work vs. semesters of adoption.

1.7 SUSTAINABILITY PLAN

What is your plan for offering the course in the future, including maintenance and updating of course materials?

Hired as a primarily online lecturer, Nava will be expected to offer this course on a regular basis in the future. She is also expected to regularly teach face-to-face, with CRJU1101 as a regular offering therein. As indicated earlier in application, she typically offers 3-4 online sections of this course and 2 face-to-face sections annually. As a general education course it is typically offered online in spring, summer, and fall semesters, with numerous sections online and face-to-face.

Current enrollment for this online course caps at ~50 students per section, with numerous sections offered per semester. The face-to-face class may enroll up to 90 students, also with numerous sections in fall and spring. It is possible that the enrollment numbers will increase in the future, but it is not expected to ever decrease. Institutionally, there are current efforts to significantly increase online offerings/seats in lower division courses.

As an individual instructor, Nava will offer this no-cost-to-students course in future sections of CRJU1101. This course will additionally be shared with all other online instructors who may choose this format as an opportunity to support affordable student learning.

In an effort to maintain and continuously improve this course and its materials, we will meet at the end of each semester to assess if changes should be made for the next semester. Any such changes will be based upon student feedback and our own evaluations of what is working (or not working) in the course. Adjustments in course content and material will be made to reflect changes in the field, as appropriate.

1.8   REFERENCES & ATTACHMENTS

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.