

Summer 2017

# Introduction to Criminal Justice

Jason Davis

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# Grants Collection

Clayton State University &  
Georgia State University



UNIVERSITY SYSTEM  
OF GEORGIA

Jason Davis, Andrea Allen, Scott Jacques

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# Introduction to Criminal Justice

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## Grants Collection

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

Each collection contains the following materials:

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



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# Initial Proposal

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## Application Details

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### Manage Application: ALG Textbook Transformation Grants Round Five

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**Award Cycle:** Round 5

**Internal Submission  
Deadline:** Tuesday, December 15, 2015

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**Application Title:** 204

**Submitter First Name:** Andrea

**Submitter Last Name:** Allen

**Submitter Title:** Assistant Professor of Criminal Justice

**Submitter Email Address:** andreaallen@clayton.edu

**Submitter Phone Number:** 404-277-8437

**Submitter Campus Role:** Proposal Investigator (Primary or additional)

**Applicant First Name:** Jason

**Applicant Last Name:** Davis

**Co-Applicant Name(s):** Andrea Allen, Scott Jacques

**Applicant Email Address:** jasondavis@clayton.edu

**Applicant Phone Number:** 678-466-4855

**Primary Appointment Title:** Associate Professor of Criminal Justice

**Institution Name(s):** Clayton State University

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

Jason Davis  
Associate Professor of Criminal Justice  
Department of Social Sciences  
Clayton State University  
JasonDavis@clayton.edu

Andrea Allen

Assistant Professor of Criminal Justice

Department of Social Sciences

Clayton State University

andreaallen@clayton.edu

Scott Jacques  
Associate Professor of Criminal Justice and Criminology  
Department of Criminal Justice and Criminology  
Georgia State University  
sjacques1@gsu.edu

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

Mara Mooney, Chair and Associate Professor, Department of Social Sciences, Clayton State University

Richard Wright, Chair and Professor, Department of Criminal Justice and Criminology, Georgia State University

**Proposal Title:** 204

**Course Names, Course Numbers, and Semesters Offered:**

Clayton State University:

\* Intro to Criminal Justice (CRJU 1150) – offered Fall, Spring, and Summer semesters

Georgia State University:

\* Intro Criminal Justice (CRJU 1100) – offered Fall, Spring, and Summer semesters

**Final Semester of Instruction (This is your final semester of the project):** Spring 2017

**Average Number of Students per Course Section:** 35 (CSU); 75 (GSU)

**Number of Course Sections Affected by Implementation in Academic Year:** 4 (CSU); 2 (GSU)

**Total Number of Students Affected by Implementation in Academic Year:** 290

**List the original course materials for students (including title, whether optional or required, & cost for each item):** At CSU: Cole, G. F., Smith, C. E., & DeJong, C. (2014). Introduction to Criminal Justice. Wadsworth. [Cost of new textbook: \$168.95 plus tax]  
At GSU: Peak, Kenneth J. (2014). Introduction to Criminal Justice: Practices and Process. Sage. [Cost of new textbook: \$120.00 plus tax]

**Proposal Categories:** Specific Top 50 Lower Division Courses

**Requested Amount of Funding:** \$15,800

**Original per Student Cost:** \$168.95 plus tax (CSU); \$120.00 plus tax (GSU)

**Post-Proposal Projected Student Cost:** \$0.00

**Projected Per Student Savings:** \$168.95 plus tax (CSU); \$120.00 plus tax (GSU)

**Plan for Hosting Materials:** D2L

#### **Project Goals:**

With this grant, we hope to transform the textbooks for Introduction to Criminal Justice, one of the USG's top 50 lower division courses, at our respective institutions, Clayton State University (CSU) and Georgia State University (GSU). This course's textbooks are expensive; prices exceed \$100. A major goal of this textbook transformation is to reduce this cost for our students. There is a great need for no-cost options at both CSU and GSU because a sizeable portion of our student bodies are from relatively low-income backgrounds, evident by the number of Pell Grants dispersed (64% at CSU and 55% at GSU (USDOE, 2015)).

Another goal of the textbook transformation is to increase students' accessibility to the course materials. In the past, we have had students who did not purchase the textbook until weeks into the semester, and some never purchased it at all—likely due to its high cost. Of course, this makes it difficult for them to complete readings and assignments, and succeed in the class. By providing a no-cost textbook option, the readings are economically available from day one of the semester, which should improve student learning outcomes. This should also help retention and matriculation rates.

A unique feature of our proposed transformation is that in addition to providing a no-cost textbook option, we intend to deliver the courses online. The goal is to make the course more accessible for students with busy work and family schedules. A sizeable portion of our respective student bodies are non-traditional students. By delivering an online course (with a no-cost textbook option) that frees students of the need to be physically in a classroom, we expect to see higher retention and matriculation rates.

## Statement of Transformation:

For the transformation, we will compile source materials to use in place of a traditional textbook. First, we will conduct a content analysis of Intro to Criminal Justice textbooks to determine the content consistently covered by such textbooks, and in what order. Then, we will gather source materials on said content and arrange it in the most common order. Materials will be obtained from the USG library and open resources listed in the solicitation. The new course “text” will consist of these materials.

Once the text has been identified, the next step will be working to ensure a successful format for its online delivery. We will work with CSU’s Center for Instructional Development and GSU’s Center for Instructional Innovation to identify the “best practices” for doing so. At present, however, note that we envision reinforcing the text-based lessons with various exercises that require students to apply what they read to the real world. Also, we will create an engaging/social online environment in which students and instructors discuss and debate the content.

### Identify stakeholders affected by the transformation

This transformation will affect three stakeholders: students, faculty, and our respective universities, more specifically the Department of Social Sciences at CSU and the Department of Criminal Justice and Criminology at GSU. All criminal justice students seeking degrees in these departments are required to take Intro to Criminal Justice. This transformation may also impact students who take Intro to Criminal Justice to satisfy their core requirements.

### Describe the impact of this transformation on stakeholders and course success

Regarding students, the transformation will save them a large amount of money, which is especially important at CSU and GSU given that a large percent of the students are from relatively low-income backgrounds. Due to high costs, students go weeks, or longer, without the textbook because they cannot afford it at the start of the semester. This is detrimental to learning. By providing students with no-cost materials at the start of the semester, we anticipate that their learning outcomes should improve. At present, to afford the textbook a student must work 20 hours in a low-income position, which is potentially time not studying. A no-cost textbook option, then, should free up time to study – instead of working to afford to study – thereby improving learning outcomes. The same can be said for delivering the course online instead of in a physical classroom, as students will be able to learn at their convenience instead of at set dates and times.

The transformation will also impact us (the instructors) as we redesign the course. For one, the aforementioned content analysis of textbooks should improve our breadth and depth of knowledge as relates to designing and delivering an Intro to Criminal Justice course. Second, our instruction should improve by finding and compiling new (no-cost) source materials as well as by creating associated PowerPoints and lectures. Further, the transformation will allow us to tailor the new course to meet the needs of students, which should improve course success.

Our universities' retention and matriculation rates should also be positively impacted with this textbook transformation. For instance, only 68% of CSU students move on to their sophomore year and only 28% of on-time students graduate (College Factual, 2015). This is partly due to the high costs associated with attending college. In a similar vein, one of GSU's strategic goals is to "[b]ecome a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates." This no-cost textbook transformation should help GSU achieve this goal, and CSU improve retention and matriculation rates.

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

In addition to what was mentioned above, the transformation will have the following impacts.

At Clayton State University, the transformation will impact at least four sections of Intro to Criminal Justice offered by the Department of Social Sciences. The transformation will be implemented in Spring 2017 (two sections) and continue through Fall 2017 (two sections).

At Georgia State University, the transformation will impact at least two sections of Intro to Criminal Justice offered by the Department of Criminal Justice and Criminology. The transformation will be implemented in Spring 2017 (one section) and continue through Fall 2017 (one section).

We intend for the transformation to have a long-term impact by being implemented both during and long after the grant period. Whether we do so will ultimately depend on whether the course proves successful, measures of which are outlined below.

**Transformation Action Plan:**

The first step in our transformation plan will be to identify and review Intro to Criminal Justice textbooks on the market. To do so, we will search Amazon and Google, and also—as feasible—review the textbooks currently being used in Intro to Criminal Justice courses in the broader USG system. Then we will analyze these textbooks' table of contents, identifying the major topics covered within and the order in which they are covered. The consistently covered topics will be included in our textbook transformation; also, the course will cover these topics in the order that is most common in the analyzed textbooks.

Once we determine the major topics to be covered in the Intro to Criminal Justice course, we

will independently identify and review source materials covering these topics that are available through the Library Resources and Open Resources listed in this solicitation. When reviewing source materials, we will take into account many of the ALG's evaluation criteria: clarity, comprehensibility, readability, content accuracy and technical accuracy, adaptability, appropriateness, and accessibility. Moreover, any and all materials will comply with the USG's copyright policy.

After reviewing source materials, we will move to jointly select and adopt new course materials, such as peer-reviewed journal articles and book chapters or excerpts. Adopted materials will be posted to our individual classes on D2L.

Once the text has been identified, we will determine how best to deliver it online and integrate it with other course activities. To determine the best pedagogical practices for online teaching, we will consult with CSU's Center for Instructional Development and GSU's Center for Instructional Innovation.

We will also submit our course materials to the ASA's TRAILS Program. "TRAILS is an online, modular (by topic and type of teaching tool) and searchable database that reflects a major innovation in the creation and dissemination of peer-reviewed teaching resources. ... All new submissions to TRAILS undergo a two stage peer review process using public criteria based on empirically proven best practices in higher education. In this way, TRAILS provides a new form of evidence, which can be coupled with systematic peer review of teaching in the classroom, to help schools more objectively measure excellence in teaching" (ASA, 2015).

The course and syllabus instructional design/redesign necessary for the transformation.

Together, we will design the course and syllabus. 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.

The activities expected from each team member and their role(s): subject matter experts, instructional designer, librarian, instructor of record, et al.

The team members will be equal partners and consult with each other throughout the innovation process. Instead of "splitting the workload," each of us will perform all tasks in full (e.g., content analysis) and then meet to discuss our findings. Among other advantages, this will serve as a reliability check and facilitate critical thinking about how to maximize the potential of the redesigned course. Thus, all team members will be responsible for identifying,

reviewing, selecting, adopting, and uploading source materials for this textbook transformation.

Each team member will be the instructor of record for the course and sections listed in this application.

We consider our team to be “subject matter experts.” Together we have extensive experience teaching Intro to Criminal Justice and thus have a good understanding of what materials should be used to best convey the information to our students. We also have extensive experience conducting research and have published in a variety of top-ranked journals in our field.

The plan for providing open access to the new materials.

Course materials will be uploaded on D2L and thereby made accessible to students. Also, we will submit our course materials to the ASA’s TRAILS Program.

**Quantitative & Qualitative Measures:** The textbook transformation's effectiveness will be assessed by student success and students' perceptions of the redesigned Intro to Criminal Justice course. We will use the following quantitative and qualitative measures for analysis:  
The number of students who drop, fail, and withdraw from the course  
Final grade distributions (mean, median, mode)  
Students' teacher evaluations  
Test questions that assess proficiency of course learning outcomes  
These data will be compared to that of prior semesters in which a traditional textbook was used, not the no-cost option.

Additionally, we will work with CSU's Center for Instructional Development and GSU's Center for Instructional Innovation to develop a range of extra tools (quantitative and qualitative) for assessing learning outcomes. We intend to assess outcomes at the beginning, midpoint, and end of the course. These three data points will allow us to compare students' knowledge throughout the semester. To be clear, we will draw on these extra tools when designing and implementing the course.

Of course, we will also collectively deliberate on the transformation process and newly adopted course materials. Any arising issues will be addressed as team.

#### **Timeline:**

The timeline below indicates dates for which the following actions should be completed.

- January 18, 2016: Notification of Award
- February 8, 2016: Required Kick-Off Meeting
- March 2016: Compile Intro to Criminal Justice textbooks
- April 2016: Conduct content analysis of textbooks, focusing on topic coverage and order in which topics are covered
- May 2016: Based on findings, decide for redesigned course which topics to cover and in what order
- June-August 2016: Identify, review, and select new source materials; meet with CSU's Center for Instructional Development and GSU's Center for Instructional Innovation to receive consulting about how best to deliver the course online

- September 2016: Create and finalize course syllabus; upload source materials to D2L
- October-December 2016—Develop course PowerPoints and lectures based on the new source materials; create test questions measuring course learning outcomes; additionally, work with CSU’s Center for Instructional Development and GSU’s Center for Instructional Innovation to develop a range of assessment tools (i.e., ways to measure the course’s success)
- January 2017—Implement the new Introduction to Criminal Justice course; collect “beginning” data to be later used in assessment
- March 2017—Collect and analyze midpoint data outlined in section 1.4
- May 2017—Collect and analyze data outlined in section 1.4
- August 2017—Implement the new Intro to Criminal Justice course; collect “beginning” data to be later used in assessment
- October 2017—Collect and analyze midpoint data outlined in section 1.4
- December 2017—Collect and analyze data outlined in section 1.4; work on final report; submit course materials to the ASA TRAILS program

**Budget:**

The requested budget is \$15,800 (\$5,000 x 3 team members) + 800 for travel to kick-off meeting.

Contract Overload (Jason Davis) \$5,000  
 Contract Overload (Andrea Allen) \$5,000  
 Contract Overload (Scott Jacques) \$5,000  
Travel to Kick-Off Meeting \$800

Total: \$15,800

**Sustainability Plan:**

As individual instructors, we will offer this no-cost-to-student option in future course sections of Intro to Criminal Justice. Furthermore, we will encourage other instructors teaching this course to adopt our course design. To maintain – and improve – course materials, we will meet at the end of each semester to determine if changes should be made for the next semester. Such changes will be based on student feedback and our own evaluations of “what worked” (and what did not) in the course.

**Affordable Learning Georgia Textbook Transformation Grants**  
**Rounds Three, Four, and Five**  
**For Implementations Beginning Summer Semester 2015**  
**Running Through Spring Semester 2017**

**Proposal Form and Narrative**

<b>Submitter Name</b>	Andrea Allen
<b>Submitter Title</b>	Assistant Professor of Criminal Justice
<b>Submitter Email</b>	<a href="mailto:andreaallen@clayton.edu">andreaallen@clayton.edu</a>
<b>Submitter Phone Number</b>	404-277-8437
<b>Submitter Campus Role</b>	Co-Principal Investigator
<b>Applicant Name</b>	Jason Davis
<b>Applicant Email</b>	<a href="mailto:JasonDavis@clayton.edu">JasonDavis@clayton.edu</a>
<b>Applicant Phone Number</b>	678-466-4855
<b>Primary Appointment Title</b>	Associate Professor of Criminal Justice
<b>Institution Name(s)</b>	Clayton State University

<b>Team Members</b>	<p>Andrea Allen Assistant Professor of Criminal Justice Department of Social Sciences Clayton State University <a href="mailto:andreaallen@clayton.edu">andreaallen@clayton.edu</a></p> <p>Scott Jacques Associate Professor of Criminal Justice and Criminology Department of Criminal Justice and Criminology Georgia State University <a href="mailto:sjacques1@gsu.edu">sjacques1@gsu.edu</a></p>				
<b>Sponsor, Title, Department, Institution</b>	<p>Mara Mooney, Chair and Associate Professor, Department of Social Sciences, Clayton State University</p> <p>Richard Wright, Chair and Professor, Department of Criminal Justice and Criminology, Georgia State University</p>				
<b>Proposal Title</b>	Introduction to Criminal Justice: No-Cost-to-Students Learning Materials for a Top Enrollment USG Course				
<b>Course Names, Course Numbers and Semesters Offered</b>	<p><u>Clayton State University:</u></p> <ul style="list-style-type: none"> <li>Intro to Criminal Justice (CRJU 1150) – offered Fall, Spring, and Summer semesters</li> </ul> <p><u>Georgia State University:</u></p> <ul style="list-style-type: none"> <li>Intro Criminal Justice (CRJU 1100) – offered Fall, Spring, and Summer semesters</li> </ul>				
<b>Final Semester of Instruction</b>	This course will be implemented Spring 2017 (the earliest possible) and continue through Fall 2017. If successful (as measured by student outcomes), this course will be taught each semester from that point forward.				
<b>Average Number of Students Per Course Section</b>	35 (CSU) 75 (GSU)	<b>Number of Course Sections Affected by Implementation in Academic Year</b>	4 (CSU) 2 (GSU)	<b>Total Number of Students Affected by Implementation in Academic Year</b>	290
<b>Award Category (pick one)</b>	<input type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input checked="" type="checkbox"/> Specific Top 50 Lower Division Courses				

<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item)</b>	<p>Required Reading:</p> <p>At CSU: Cole, G. F., Smith, C. E., &amp; DeJong, C. (2014). <i>Introduction to Criminal Justice</i>. Wadsworth. [Cost of new textbook: \$168.95 plus tax]</p> <p>At GSU: Peak, Kenneth J. (2014). <i>Introduction to Criminal Justice: Practices and Process</i>. Sage. [Cost of new textbook: \$120.00 plus tax]</p>
<b>Original Per Student Cost</b>	<p>CSU: \$168.95 plus tax GSU: \$120.00 plus tax</p>
<b>Post-Proposal Projected Per Student Cost</b>	<p>\$0.00</p>
<b>Projected Per Student Savings</b>	<p>CSU: \$168.95 plus tax GSU: \$120.00 plus tax</p>
<b>Plan for Hosting Materials</b>	<p><input type="checkbox"/> <a href="#">OpenStax CNX</a></p> <p><input checked="" type="checkbox"/> D2L</p> <p><input type="checkbox"/> <a href="#">LibGuides</a></p> <p><input checked="" type="checkbox"/> Other <u>American Sociological Association's (ASA) TRAIL (Teaching Resources and Innovations Library for Sociology) Program</u></p>
<b>Requested Amount of Funding</b>	<p>\$15,800</p>

## NARRATIVE

## 1.1 PROJECT GOALS

With this grant, we hope to transform the textbooks for Introduction to Criminal Justice, one of the USG's top 50 lower division courses, at our respective institutions, Clayton State University (CSU) and Georgia State University (GSU). This course's textbooks are expensive; prices exceed \$100. A major goal of this textbook transformation is to reduce this cost for our students. There is a great need for no-cost options at both CSU and GSU because a sizeable portion of our student bodies are from relatively low-income backgrounds, evident by the number of Pell Grants dispersed (64% at CSU and 55% at GSU (USDOE, 2015)).

Another goal of the textbook transformation is to increase students' accessibility to the course materials. In the past, we have had students who did not purchase the textbook until weeks into the semester, and some never purchased it at all—likely due to its high cost. Of course, this makes it difficult for them to complete readings and assignments, and succeed in the class. By providing a no-cost textbook option, the readings are economically available from day one of the semester, which should improve student learning outcomes. This should also help retention and matriculation rates.

A unique feature of our proposed transformation is that in addition to providing a no-cost textbook option, we intend to deliver the courses online. The goal is to make the course more accessible for students with busy work and family schedules. A sizeable portion of our respective student bodies are non-traditional students. By delivering an online course (with a no-cost textbook option) that frees students of the need to be physically in a classroom, we expect to see higher retention and matriculation rates.

## 1.2 STATEMENT OF TRANSFORMATION

For the transformation, we will compile source materials to use in place of a traditional textbook. First, we will conduct a content analysis of Intro to Criminal Justice textbooks to determine the content consistently covered by such textbooks, and in what order. Then, we will gather source materials on said content and arrange it in the most common order. Materials will be obtained from the USG library and open resources listed in the solicitation. The new course “text” will consist of these materials.

Once the text has been identified, the next step will be working to ensure a successful format for its online delivery. We will work with CSU’s Center for Instructional Development and GSU’s Center for Instructional Innovation to identify the “best practices” for doing so. At present, however, note that we envision reinforcing the text-based lessons with various exercises that require students to apply what they read to the real world. Also, we will create an engaging/social online environment in which students and instructors discuss and debate the content.

This transformation will affect three stakeholders: students, faculty, and our respective universities, more specifically the Department of Social Sciences at CSU and the Department of Criminal Justice and Criminology at GSU. All criminal justice students seeking degrees in these departments are required to take Intro to Criminal Justice. This transformation may also impact students who take Intro to Criminal Justice to satisfy their core requirements.

- Regarding students, the transformation will save them a large amount of money, which is especially important at CSU and GSU given that a large percent of the students are from relatively low-income backgrounds. Due to high costs, students go weeks, or longer, without the textbook because they cannot afford it at the start of the semester. This is detrimental to learning. By providing students with no-cost materials at the start of the semester, we anticipate that their learning outcomes should improve. At present, to afford the textbook a student must work 20 hours in a low-income position, which is potentially time not studying. A no-cost textbook option, then, should free up time to study – instead of working to afford to study – thereby improving learning outcomes. The same can be said for delivering the course online instead of in a physical classroom, as students will be able to learn at their convenience instead of at set dates and times.
- The transformation will also impact us (the instructors) as we redesign the course. For one, the aforementioned content analysis of textbooks should improve our breadth and depth of knowledge as relates to designing and delivering an Intro to Criminal Justice course. Second, our instruction should improve by finding and compiling new (no-cost) source materials as well as by creating associated PowerPoints and lectures. Further, the transformation will allow us to tailor the new course to meet the needs of

students, which should improve course success.

- Our universities' retention and matriculation rates should also be positively impacted with this textbook transformation. For instance, only 68% of CSU students move on to their sophomore year and only 28% of on-time students graduate (College Factual, 2015). This is partly due to the high costs associated with attending college. In a similar vein, one of GSU's strategic goals is to "[b]ecome a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates." This no-cost textbook transformation should help GSU achieve this goal, and CSU improve retention and matriculation rates.

In addition to what was mentioned above, the transformation will have the following impacts.

- At Clayton State University, the transformation will impact at least four sections of Intro to Criminal Justice offered by the Department of Social Sciences. The transformation will be implemented in Spring 2017 (two sections) and continue through Fall 2017 (two sections).
- At Georgia State University, the transformation will impact at least two sections of Intro to Criminal Justice offered by the Department of Criminal Justice and Criminology. The transformation will be implemented in Spring 2017 (one section) and continue through Fall 2017 (one section).
- We intend for the transformation to have a long-term impact by being implemented both during and long after the grant period. Whether we do so will ultimately depend on whether the course proves successful, measures of which are outlined below.

### 1.3 TRANSFORMATION ACTION PLAN

The first step in our transformation plan will be to identify and review Intro to Criminal Justice textbooks on the market. To do so, we will search Amazon and Google, and also—as feasible—review the textbooks currently being used in Intro to Criminal Justice courses in the broader USG system. Then we will analyze these textbooks' table of contents, identifying the major topics covered within and the order in which they are covered. The consistently covered topics will be included in our textbook transformation; also, the course will cover these topics in the order that is most common in the analyzed textbooks.

Once we determine the major topics to be covered in the Intro to Criminal Justice course, we will independently identify and review source materials covering these topics that are available through the Library Resources and Open Resources listed in this solicitation. When reviewing source materials, we will take into account many of the ALG's evaluation criteria: clarity, comprehensibility, readability, content accuracy and technical accuracy, adaptability, appropriateness, and accessibility. Moreover, any and all materials will comply with the USG's copyright policy.

After reviewing source materials, we will move to jointly select and adopt new course materials, such as peer-reviewed journal articles and book chapters or excerpts. Adopted materials will be posted to our individual classes on D2L.

Once the text has been identified, we will determine how best to deliver it online and integrate it with other course activities. To determine the best pedagogical practices for online teaching, we will consult with CSU's Center for Instructional Development and GSU's Center for Instructional Innovation.

We will also submit our course materials to the ASA's TRAILS Program. "TRAILS is an online, modular (by topic and type of teaching tool) and searchable database that reflects a major innovation in the creation and dissemination of peer-reviewed teaching resources. ... All new submissions to TRAILS undergo a two stage peer review process using public criteria based on empirically proven best practices in higher education. In this way, TRAILS provides a new form of evidence, which can be coupled with systematic peer review of teaching in the classroom, to help schools more objectively measure excellence in teaching" (ASA, 2015).

Together, we will design the course and syllabus. 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.

The team members will be equal partners and consult with each other throughout the innovation process. Instead of "splitting the workload," each of us will perform all tasks in full (e.g., content analysis) and then meet to discuss our findings. Among

other advantages, this will serve as a reliability check and facilitate critical thinking about how to maximize the potential of the redesigned course. Thus, all team members will be responsible for identifying, reviewing, selecting, adopting, and uploading source materials for this textbook transformation.

- Each team member will be the instructor of record for the course and sections listed in this application.
- We consider our team to be “subject matter experts.” Together we have extensive experience teaching Intro to Criminal Justice and thus have a good understanding of what materials should be used to best convey the information to our students. We also have extensive experience conducting research and have published in a variety of top-ranked journals in our field.

Course materials will be uploaded on D2L and thereby made accessible to students. Also, we will submit our course materials to the ASA's TRAILS Program.

## 1.4 QUANTITATIVE AND QUALITATIVE MEASURES

The textbook transformation's effectiveness will be assessed by student success and students' perceptions of the redesigned Intro to Criminal Justice course. We will use the following quantitative and qualitative measures for analysis:

- The number of students who drop, fail, and withdraw from the course
- Final grade distributions (mean, median, mode)
- Students' teacher evaluations
- Test questions that assess proficiency of course learning outcomes

These data will be compared to that of prior semesters in which a traditional textbook was used, not the no-cost option.

Additionally, we will work with CSU's Center for Instructional Development and GSU's Center for Instructional Innovation to develop a range of extra tools (quantitative and qualitative) for assessing learning outcomes. We intend to assess outcomes at the beginning, midpoint, and end of the course. These three data points will allow us to compare students' knowledge throughout the semester. To be clear, we will draw on these extra tools when designing and implementing the course.

Of course, we will also collectively deliberate on the transformation process and newly adopted course materials. Any arising issues will be addressed as team.

## 1.5 TIMELINE

The timeline below indicates dates for which the following actions should be completed.

- January 18, 2016: Notification of Award
- February 8, 2016: Required Kick-Off Meeting
- March 2016: Compile Intro to Criminal Justice textbooks
- April 2016: Conduct content analysis of textbooks, focusing on topic coverage and order in which topics are covered
- May 2016: Based on findings, decide for redesigned course which topics to cover and in what order
- June-August 2016: Identify, review, and select new source materials; meet with CSU's Center for Instructional Development and GSU's Center for Instructional Innovation to receive consulting about how best to deliver the course online
- September 2016: Create and finalize course syllabus; upload source materials to D2L
- October-December 2016—Develop course PowerPoints and lectures based on the new source materials; create test questions measuring course learning outcomes; additionally, work with CSU's Center for Instructional Development and GSU's Center for Instructional Innovation to develop a range of assessment tools (i.e., ways to measure the course's success)
- January 2017—Implement the new Introduction to Criminal Justice course; collect "beginning" data to be later used in assessment
- March 2017—Collect and analyze *midpoint* data outlined in section 1.4
- May 2017—Collect and analyze data outlined in section 1.4
- August 2017—Implement the new Intro to Criminal Justice course; collect "beginning" data to be later used in assessment
- October 2017—Collect and analyze *midpoint* data outlined in section 1.4
- December 2017—Collect and analyze data outlined in section 1.4; work on final report; submit course materials to the ASA TRAILS program

## 1.6 BUDGET

The requested budget is \$15,800 (\$5,000 x 3 team members) + 800 for travel to kick-off meeting.

Contract Overload (Jason Davis)	\$5,000
Contract Overload (Andrea Allen)	\$5,000
Contract Overload (Scott Jacques)	\$5,000
<u>Travel to Kick-Off Meeting</u>	<u>\$800</u>
<b>Total</b>	<b>\$15,800</b>

## **1.7 SUSTAINABILITY PLAN**

As individual instructors, we will offer this no-cost-to-student option in future course sections of Intro to Criminal Justice. Furthermore, we will encourage other instructors teaching this course to adopt our course design. To maintain – and improve – course materials, we will meet at the end of each semester to determine if changes should be made for the next semester. Such changes will be based on student feedback and our own evaluations of “what worked” (and what did not) in the course.

## 1.8 REFERENCES & ATTACHMENTS

<http://www2.ed.gov/finaid/prof/resources/data/pell-institution.html>

<http://www.collegefactual.com/colleges/clayton-state-university/academic-life/graduation-and-retention/>

<https://trails.asanet.org/pages/tdlcontent.aspx>

DEPARTMENT OF CRIMINAL JUSTICE & CRIMINOLOGY

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404-413-1030 FAX

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Atlanta, Georgia 30303  
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Mail:  
P.O. Box 4018  
Atlanta, Georgia 30302-4018



December 14, 2015

Dear Selection Committee:

This letter certifies that the Department of Criminal Justice and Criminology at Georgia State University supports development of the proposed course. The course is entirely sustainable. Indeed, our department offers Introduction to Criminal Justice every semester and all students seeking a Bachelor's degree in criminal justice and criminology must pass this course. The proposed no-cost-to-student course is sorely needed at almost any institution, but especially at ours because so many of our students come to us from low-income backgrounds. Dr. Jacques, who will teach the course, is a widely-respected criminologist with a rock-solid grasp of the field.

Kind regards,

A handwritten signature in black ink, appearing to be "Richard Wright", written in a cursive style.

Richard Wright  
Professor and Chair  
Department of Criminal Justice and Criminology  
Andrew Young School of Policy Studies  
Georgia State University  
rwright28@gsu.edu  
<http://aysps.gsu.edu/profile/richard-wright/>



College of Arts and Sciences

December 8, 2015

RE: Drs. Allen, Davis, and Jacques - Application for Affordable Learning  
Georgia Textbook Transformation Grant

Dear Committee Members:

It is with enthusiasm that I support the application for a Specific Top 50 Lower Division Courses no-cost-to-students textbook transformation grant submitted by Dr. Andrea Allen, Dr. Jason Davis, and Dr. Scott Jacques. In addition to providing a no-cost option for students in the Introduction to Criminal Justice course, one of the most widely-taught courses in the USG, their innovative proposal will increase student accessibility by providing the materials in an online course setting. This total transformation will benefit countless students, many of whom, particularly at our institution, face significant challenges with purchasing textbooks and attending classes in a traditional bricks and mortar setting. I firmly believe that Drs. Allen, Davis, and Jacques will produce an online, no-cost textbook alternative that becomes an invaluable addition to the offerings at Clayton State and Georgia State.

I also want to share my extremely favorable experience working with Dr. Allen and Dr. Davis in my capacity as chair of the Department of Social Sciences. Both of these faculty members are delightful colleagues who are extremely dedicated to serving the students in our Criminal Justice program. I am consistently impressed with their scholarly achievements, multitude of service activities, and ability to inspire and educate students.

I urge you to award Specific Top 50 Lower Division Courses no-cost-to-students textbook transformation grant to Drs. Allen, Davis, and Jacques. Future students will benefit greatly from the availability of a no-cost-to-students Introduction to Criminal Justice textbook in an online setting.

Thank you for your consideration. If you would like to discuss this recommendation in more detail, please feel free to contact me at (678) 466-4642.

Very truly yours,

A handwritten signature in blue ink that reads "Mara Mooney". The signature is written in a cursive, flowing style.

Mara Mooney, J.D.  
Chair, Dept. of Social Sciences  
Associate Professor of Legal Studies

## References

- American Sociological Association (2015). *Teaching resources and innovations library for sociology*. Retrieved from <https://trails.asanet.org/Pages/TDLContent.aspx>.
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- Georgia State University (2015). *GSU's strategic plan*. Retrieved from <http://strategic.gsu.edu/preamble/goal-1/>.
- United States Department of Education (2015). *Distribution of federal Pell grant programs funds by institution*. Retrieved from <http://www2.ed.gov/inaid/prof/resources/data/pell-institution.html>.

# Syllabus

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# **INTRODUCTION TO CRIMINAL JUSTICE**

**Learning Objectives; Sample Course Outline; Reading  
References**



# **LEARNING OBJECTIVES**

**By the end of the course, you should be able to:**

- 1. Identify the agencies and processes involved in the criminal justice system**
- 2. Understand the rationale for and interrelations between criminal justice agencies and processes**
- 3. Critically evaluate criminal justice processes**

## SAMPLE COURSE OUTLINE

WEEK	DATES	POWERPOINTS & ASSOCIATED QUIZZES	READINGS & ASSOCIATED QUIZZES	DISCUSSION POSTS	RESEARCH EXERCISES	INFOGRAPHICS
<b>SECTION: WHAT DO YOU KNOW?</b>						
1		<ul style="list-style-type: none"> <li>• Take “How Much Do I Already Know Quiz?”</li> </ul>				
<b>SECTION: INTRODUCTION TO COURSE</b>						
2		<ul style="list-style-type: none"> <li>• Introduction to Course</li> </ul>		<ul style="list-style-type: none"> <li>• Criminal Law and Crime Discussion Post</li> </ul>		
<b>SECTION: CRIMINAL LAW AND CRIME</b>						
3		<ul style="list-style-type: none"> <li>• Criminal Law and Crime</li> </ul>	<ul style="list-style-type: none"> <li>• Two Crime Measures</li> <li>• Prevalence of Crime</li> <li>• Homicide in U.S.</li> </ul>		<ul style="list-style-type: none"> <li>• Crime Exercise</li> </ul>	

4						<ul style="list-style-type: none"> <li>• Crime Infographic (Note: Learning how to make these will take substantial time, so don't delay. I've given you all week.)</li> </ul>
<b>SECTION: LAW ENFORCEMENT</b>						
5		<ul style="list-style-type: none"> <li>• Law Enforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Federal Justice Statistics</li> <li>• Federal Law Enforcement Officers (including "Definitions of job function categories" p. 10)</li> <li>• State and Local Law Enforcement Agencies</li> </ul>			
6			<ul style="list-style-type: none"> <li>• Personnel, Policies, and Practices</li> <li>• Requests for Police Assistance</li> <li>• Traffic and Street Stops</li> </ul>	<ul style="list-style-type: none"> <li>• Policing Discussion Post</li> </ul>		
7			<ul style="list-style-type: none"> <li>• Police Use of Nonfatal Force</li> <li>• Arrest in U.S.</li> <li>• Arrest-Related Deaths</li> </ul>		<ul style="list-style-type: none"> <li>• Arrest Exercise</li> </ul>	
8			<ul style="list-style-type: none"> <li>• Campus Law Enforcement</li> <li>• Equipment and Technology</li> </ul>			<ul style="list-style-type: none"> <li>• Arrest Infographic</li> </ul>

9		<i>Spring Break</i>				
<b>SECTION: COURTS</b>						
10		<ul style="list-style-type: none"> <li>• Courts</li> </ul>	<ul style="list-style-type: none"> <li>• Prosecutors in State Courts</li> <li>• State Public Defender Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Courts Discussion Post</li> </ul>		
11			<ul style="list-style-type: none"> <li>• Mandatory Minimum Penalties</li> <li>• Survey of District Judges</li> </ul>		<ul style="list-style-type: none"> <li>• Sentencing Exercise</li> </ul>	
12			<ul style="list-style-type: none"> <li>• State Court Organization</li> <li>• Criminal Appeals in State Courts (including “Terms and definitions” p. 12)</li> </ul>			<ul style="list-style-type: none"> <li>• Sentencing Infographic</li> </ul>
<b>SECTION: CORRECTIONS</b>						
13		<ul style="list-style-type: none"> <li>• Corrections</li> </ul>	<ul style="list-style-type: none"> <li>• Pretrial Detention and Misconduct (including “Key terms” p. 10)</li> <li>• Census of Jails</li> </ul>	<ul style="list-style-type: none"> <li>• Corrections Discussion Post</li> </ul>		

14			<ul style="list-style-type: none"> <li>• Prisoners (including “Terms and definitions” p. 26)</li> <li>• Probation and Parole</li> <li>• Capital Punishment</li> </ul>		<ul style="list-style-type: none"> <li>• Prison Exercise</li> </ul>	
15			<ul style="list-style-type: none"> <li>• Restrictive Housing</li> <li>• Sexual Victimization</li> </ul>			<ul style="list-style-type: none"> <li>• Prison Infographic</li> </ul>
<b>SECTION: HOW MUCH DO I KNOW NOW?</b>						
16		<ul style="list-style-type: none"> <li>• Take “How Much Do I Know Now Quiz?”</li> <li>• Complete Evaluation of No-Cost-to-Student Learning Materials</li> </ul>				

# **COURSE READINGS**

## **(By Section & In Order Of Course Outline)**

### **Introduction to the Course**

Bureau of Justice Statistics (BJS). Criminal Justice System Flowchart. Retrieved from:

<https://www.bjs.gov/content/largechart.cfm>

### **Criminal Law and Crime**

Planty, Michael, Lynn Langton, and Cindy Barnett-Ryan. (2014). The Nation's Two Crime Measures, U. S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, September, NCJ 246832. Retrieved from:

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# INTRODUCTION TO CRIMINAL JUSTICE

## SAMPLE COURSE OUTLINE

WEEK	DATES	POWERPOINTS & ASSOCIATED QUIZZES	READINGS & ASSOCIATED QUIZZES	DISCUSSION POSTS	RESEARCH EXERCISES	INFOGRAPHICS
<b>SECTION: WHAT DO YOU KNOW?</b>						
1		<ul style="list-style-type: none"> <li>• Take “How Much Do I Already Know Quiz?”</li> </ul>				
<b>SECTION: INTRODUCTION TO COURSE</b>						
2		<ul style="list-style-type: none"> <li>• Introduction to Course</li> </ul>		<ul style="list-style-type: none"> <li>• Criminal Law and Crime Discussion Post</li> </ul>		
<b>SECTION: CRIMINAL LAW AND CRIME</b>						
3		<ul style="list-style-type: none"> <li>• Criminal Law and Crime</li> </ul>	<ul style="list-style-type: none"> <li>• Two Crime Measures</li> <li>• Prevalence of Crime</li> <li>• Homicide in U.S.</li> </ul>		<ul style="list-style-type: none"> <li>• Crime Exercise</li> </ul>	

4						<ul style="list-style-type: none"> <li>• Crime Infographic (Note: Learning how to make these will take substantial time, so don't delay. I've given you all week.)</li> </ul>
<b>SECTION: LAW ENFORCEMENT</b>						
5		<ul style="list-style-type: none"> <li>• Law Enforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Federal Justice Statistics</li> <li>• Federal Law Enforcement Officers (including "Definitions of job function categories" p. 10)</li> <li>• State and Local Law Enforcement Agencies</li> </ul>			
6			<ul style="list-style-type: none"> <li>• Personnel, Policies, and Practices</li> <li>• Requests for Police Assistance</li> <li>• Traffic and Street Stops</li> </ul>	<ul style="list-style-type: none"> <li>• Policing Discussion Post</li> </ul>		
7			<ul style="list-style-type: none"> <li>• Police Use of Nonfatal Force</li> <li>• Arrest in U.S.</li> <li>• Arrest-Related Deaths</li> </ul>		<ul style="list-style-type: none"> <li>• Arrest Exercise</li> </ul>	
8			<ul style="list-style-type: none"> <li>• Campus Law Enforcement</li> <li>• Equipment and Technology</li> </ul>			<ul style="list-style-type: none"> <li>• Arrest Infographic</li> </ul>

9		<i>Spring Break</i>				
<b>SECTION: COURTS</b>						
10		<ul style="list-style-type: none"> <li>• Courts</li> </ul>	<ul style="list-style-type: none"> <li>• Prosecutors in State Courts</li> <li>• State Public Defender Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Courts Discussion Post</li> </ul>		
11			<ul style="list-style-type: none"> <li>• Mandatory Minimum Penalties</li> <li>• Survey of District Judges</li> </ul>		<ul style="list-style-type: none"> <li>• Sentencing Exercise</li> </ul>	
12			<ul style="list-style-type: none"> <li>• State Court Organization</li> <li>• Criminal Appeals in State Courts (including “Terms and definitions” p. 12)</li> </ul>			<ul style="list-style-type: none"> <li>• Sentencing Infographic</li> </ul>
<b>SECTION: CORRECTIONS</b>						
13		<ul style="list-style-type: none"> <li>• Corrections</li> </ul>	<ul style="list-style-type: none"> <li>• Pretrial Detention and Misconduct (including “Key terms” p. 10)</li> <li>• Census of Jails</li> </ul>	<ul style="list-style-type: none"> <li>• Corrections Discussion Post</li> </ul>		

14			<ul style="list-style-type: none"> <li>• Prisoners (including “Terms and definitions” p. 26)</li> <li>• Probation and Parole</li> <li>• Capital Punishment</li> </ul>		<ul style="list-style-type: none"> <li>• Prison Exercise</li> </ul>	
15			<ul style="list-style-type: none"> <li>• Restrictive Housing</li> <li>• Sexual Victimization</li> </ul>			<ul style="list-style-type: none"> <li>• Prison Infographic</li> </ul>
<b>SECTION: HOW MUCH DO I KNOW NOW?</b>						
16		<ul style="list-style-type: none"> <li>• Take “How Much Do I Know Now Quiz?”</li> <li>• Complete Evaluation of No-Cost-to-Student Learning Materials</li> </ul>				

# **COURSE READINGS**

## **(By Section & In Order Of Course Outline)**

### **Introduction to the Course**

Bureau of Justice Statistics (BJS). Criminal Justice System Flowchart. Retrieved from:

<https://www.bjs.gov/content/largechart.cfm>

### **Criminal Law and Crime**

Planty, Michael, Lynn Langton, and Cindy Barnett-Ryan. (2014). The Nation's Two Crime Measures, U. S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, September, NCJ 246832. Retrieved from:

[https://www.bjs.gov/content/pub/pdf/ntcm\\_2014.pdf](https://www.bjs.gov/content/pub/pdf/ntcm_2014.pdf)

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<https://www.bjs.gov/content/pub/pdf/mpcncvs.pdf>

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### **Law Enforcement**

Motivans, Mark. (2015). Federal Justice Statistics, 2011-2012, U. S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, January, NCJ 248493. Retrieved

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# Final Report

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**Affordable Learning Georgia Textbook Transformation Grants**

**Final Report**

**Round 5, Proposal 204**

**Dr. Jason Davis, Clayton State University,**

**Dr. Andrea Allen, Clayton State University,**

**and Dr. Scott Jacques, Georgia State University**

**Date:** May 1, 2017

**Grant Number:** 204

**Institution Name(s):** Clayton State University (CSU) and Georgia State University (GSU)

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

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**Project Lead:** Jason Davis (CSU)

**Course Name(s) and Course Numbers:** CSU—Introduction to Criminal Justice (CRJU 1150);  
GSU—Introduction to Criminal Justice (CRJU 1100)

**Semester Project Began:** Spring 2016

**Semester(s) of Implementation:** Spring 2017

**Average Number of Students Per Course Section:** 51 (CSU); 97 (GSU)

**Number of Course Sections Affected by Implementation:** 3

**Total Number of Students Affected by Implementation:** 148

## **1. NARRATIVE**

### **Transformation Experience**

The textbook transformation experience was positive. We enjoyed the challenge of finding alternative materials to the traditional textbook for Introduction to Criminal Justice.

We were unable to identify any OER “Introduction to Criminal Justice” textbooks to use, nor any textbooks available to USG students through Galileo. So, the major task for us was locating accessible and readable materials containing the various topics typically covered in an Intro to CJ course. To decide what topics should be covered in the course, we conducted a content analysis of top 10 textbooks related to Introduction to Criminal Justice. Textbooks were identified by searching “Intro to Criminal Justice” and “Criminal Justice Textbooks.” Textbook selections for the content analysis were based on newness (i.e., edition) and overall relevance to the criminal justice system. Each book’s table of contents was typed into a Word document, which was then uploaded into NVivo 10, a qualitative analysis software package. Using NVivo, the tables of contents were coded (i.e., tagged) for major themes (i.e., topics) covered within the textbooks. Data analysis uncovered the following topics, which we included in our course: Introduction to the CJ system; Crime and Criminal Law; Law Enforcement; Courts; and Corrections.

After identifying the topics for the course, we set out to locate materials that would cover these issues. We soon realized that publications from the Bureau of Justice Statistics (BJS), part of the National Institute of Justice, would be perfect for the class, given that the BJS’ mission is to “collect, analyze, publish, and disseminate information on crime, criminal offenders, victims of crime, and the operation of justice systems at all levels of government” (BJS, 2017). We found that the BJS readings were suited the course for several reasons. For one, they covered the major topics identified in our content analysis. Two, they are publicly available and can be accessed without a USG login at any time. Three, the materials address timely issues in criminal justice. Four, their information is useful for CJ students pursuing careers in the criminal justice field. Finally, the BJS publications are to the point and easy to read.

### **Transformative Impacts on Our Instruction**

This grant transformed us as instructors by showing us that you do not have to teach with and to a textbook. Moreover, we were able to directly connect our students to the information that makes up Intro to CJ textbooks; rather than have them read it indirectly.

Further, we discovered that the BJS houses free data analysis tools we could also incorporate in the course. The data analysis tools span a variety of criminal justice topics and allow the user to generate tables and graphs based on criminal justice data. We had students complete research exercises and Infographics with these data analysis tools on various topics, for instance arrest and sentencing. Not only did these assignments expose students to the BJS website and their

data analysis tools, but they also helped develop students' critical thinking and analysis skills. We feel that the benefit of the BJS readings and data analysis tools is that it bridges the gap between the classroom and the real-world by linking students directly to the information and tools used by criminal justice practitioners.

### **Transformative Impacts on Students and Their Performance**

The transformation positively impacted our students and their performance in several ways. The following summarizes findings detailed in the "Supporting Data & Related Documents" file: Compared to sections of Introduction to Criminal Justice offered prior to the transformation, students at CSU in the ALG version of the course had a similar pass rate, a lower withdrawal rate, but a marginally higher failure rate (see Figures 1a, 1b). At CSU and GSU, students demonstrated improved knowledge over the course of the semester (see Tables 1a, 1b). We also found that students in the pre- and post-transformation versions of the course had effectively the same mean, median, and highest maximum grade (see Figures 3 and 4). It is important to keep in mind, of course, that though students did not improve in every outcome, they stayed "stable" without investing a hundred or more dollars on an Introduction to Criminal Justice textbook. On that note, the students had quite favorable views of the no-cost materials (see Table 2 and associated qualitative statements). All things considered, then, the transformation was rational and will be implemented in future sections of the course.

### **Lessons Learned**

In addition to the "transformative impacts on our instruction," perhaps the major lesson learned is that government websites and their internal resources can be very useful for criminal justice courses. Not only are these free and accessible to the public, but they also expose our students to information and materials used by criminal justice practitioners. Furthermore, students are directly connected to original source information, rather than reading it second-hand in a textbook. We will use this lesson when prepping courses in the future to minimize, if not eliminate, the costs of books for students. For instance, Dr. Andrea Allen is using the Office of Juvenile Justice and Delinquency Prevention's website and publications for her Summer 2017 graduate course, Juvenile Justice Seminar.

## **2. QUOTES**

Overall, students from both CSU and GSU positively evaluated the no-cost learning materials. An exhaustive list of comments are found in the "Supporting Data & Related Documents" file, but the following quotes are illustrative of the themes contained therein:

"I definitely like the fact that the weekly readings were free. I also think the readings offered more practical information than a textbook." (CSU student)

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“The readings were interesting. The readings touched upon a number of aspects of the criminal justice system. The various subject matter gave me the opportunity to gauge into the overall workings of the cjs [criminal justice system].”

(CSU student)

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“I did not have to worry about paying for anything but the class, because most times I buy the textbook and it isn't used enough in my opinion.” (CSU student)

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“Honestly, I look online at rate my professor to see how "required" textbooks are to the class. When you take 5 classes and each requires 1-2 \$80+ textbook it makes it crazy expensive! Not having to pay for anything makes my life easier and education more affordable.” (GSU student)

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“They were free! That is awesome! I'm incredibly tired of dishing out serious cash for textbooks every semester that I'm only going to use once when we could just find the information for free online. I am a big fan of this program and hope that it can continue to be successful and that other students can experience it.” (GSU student)

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“I liked that they had a wide range of topics. They were interesting. Best of all, they were free and textbooks cost too much money.” (GSU student)

While most students viewed the no-cost materials positively, a few disliked them for reasons related to them being digital. A GSU student, for instance, remarked, “Personally, it’s harder for me to read texts online. I find it less engaging and harder to focus and read as quickly as if I were reading from a textbook.” One CSU student did not like the digital readings because they “cannot mark the pages.” Another CSU student “disliked the fact that it was online, and I didn’t have the ink to print every single page. However, ... [i]t’s still better than buying an overpriced textbook.” The most frequent negative comment about the no-cost materials was that they were too lengthy. This was expressed by students at both CSU and GSU. We will take this into account when preparing the course for future semesters. However, it should be noted that the weekly readings averaged the same page count as did the textbook used prior to the transformation.

### **3. QUANTITATIVE AND QUALITATIVE MEASURES**

#### **3A. OVERALL MEASUREMENTS**

The total number of students affected in this project is **148**: 51 (CSU); 97 (GSU).

Overall, students had a positive opinion of the materials used in the course, as evidenced by findings from a survey administered at the end of the semester; the questions and results are found in the “Supporting Data & Related Documents” file. Quantitative Results appear in Table 2, with qualitative results found on the pages thereafter.

### **Students’ Perceptions of and Experiences with No-Cost Materials**

Students’ perceptions of and experiences with no-cost materials were assessed by administering a survey to students at the end of the semester. The instrument contains both quantitative and qualitative measures.

Quantitative data were obtained by asking students about their agreement with the statements, “Textbooks are too expensive”; “The cost of textbooks is more than I can afford”; “Students would do better in college if textbooks were less expensive”. Responses were operationalized on a 5-point Likert scale from “Strongly agree” to “Strongly disagree.” Students were also asked to select which best characterizes their thinking: “I preferred the free weekly readings over paying \$100 for a standard textbook” (=1) or “I would have preferred to pay \$100 for a standard textbook over the free weekly readings” (=0). The final quantitative question asked students to best characterize their thinking about how much they would have learned with a standard textbook compared to the weekly readings: “I would have learned less with a standard textbook than I did from the weekly readings” (=2); “I would have learned more with a standard textbook than I did from the weekly readings” (=1); and “I would have learned about the same from a standard textbook and the weekly readings” (=0).

Qualitative data were obtained by asking students two open-ended questions: “What did you like about the free weekly readings?” and “What did you dislike about the free weekly readings?” As noted above, results from this survey are found in Table 2 and the subsequent pages of the “Supporting Data & Related Documents” file.

### **Student Learning Outcomes and Grades**

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

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

### **Drop/Fail/Withdraw Rate:**

20.6 % of students, out of a total 148 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

### **3b. NARRATIVE**

#### **Drop, Fail, Withdraw (DFW) Delta Rates**

The DFW data are found in the “Supporting Data & Related Documents” file. Unfortunately, we were unable to obtain drop data. Thus, our analysis is of pass, fail, and withdrawals pre- and post-transformation. Overall, the percent of fails and withdrawals remained the same post-transformation (see Figures 1a, b, c). Though we would prefer to have improved in this outcome, we are encouraged to find that students can perform just as well without spending \$100 or more on an Introduction to Criminal Justice textbook. For future semesters, we will try to figure out what we can do to help improve the percent of students who fail and withdraw.

#### **Student Success in Learning Objectives**

To gauge student success in learning objectives, we created a quiz based on the BJS’ “Criminal Justice System Flowchart.” The quiz assesses whether students learned the definitions and sequencing of events in the criminal justice system. Students completed this quiz within the first few days and last few days of class. A copy of the quiz appears in the “Supporting Data & Related Documents” file. We compared their responses across these two time points. Results appear in Tables 1a and 1b of the aforementioned file. Data are presented as percentage of incorrect answers by question, and percent change from beginning to end of the semester. Overall, findings show that students improved their knowledge of the course material over the semester, thereby achieving the course’s learning objectives. For a few questions, however, the percentage of incorrect scores had a very small increase. We will discuss with each other whether this is a consequence of our course design and thus calling for change therein or a statistical artifact.

#### **Co-Factors**

We are not aware of any unique co-factors, for better or worse, that arose during the semester and thereby might have influenced the outcomes.

### **4. SUSTAINABILITY PLAN**

As individual instructors, we will offer this no-cost-to-student option in future course sections of Introduction to Criminal Justice. Additionally, we will encourage other instructors teaching

this course to adopt our course design and materials. In Fall 2017, for instance, Jason Davis' and Andrea Allen's colleague at CSU is adopting this course's materials for use in her seated section of Introduction to Criminal Justice.

To maintain – and improve – course materials, we will continue to monitor ALG's website, BJS' website, GALILEO, and OER platforms for new and updated no-cost materials useful to our courses. Any changes to course materials will continue to be based on student feedback and our own evaluations of “what worked.”

## **5. FUTURE PLANS**

This grant has provided us the opportunity and platform to explore no-cost ways of delivering course materials in lieu of traditional textbooks. Further, this grant has shown us that with a bit of creativity and access to open resources, we can adopt no-cost materials in our other courses. As noted above in describing lessons learned, a positive outcome of this transformation was recognizing that criminal justice government resources, can, and should, be adopted for the classroom. We feel that putting our students in touch with these types of resources is important for learning but also professional development.

We will use the lessons learned from this grant work when prepping courses in the future to minimize, if not eliminate, the costs of books for students. For example, as mentioned above, Dr. Allen is using free e-books from Galileo and OJJDP publications in her Summer 2017 graduate course Juvenile Justice Seminar. Also, Dr. Jacques is intending to transform his online Fall 2017 course, “Social Science and the American Crime Problem,” to free materials, which has hundreds of students each semester.

## **6. DESCRIPTION OF PHOTOGRAPH**

Dr. Jason Davis, Clayton State University, PI and instructor of record