

Fall 2018

Introduction to Criminal Justice (KSU)

Daniel Farr

Kennesaw State University, dfarr4@kennesaw.edu

Angela Nava

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Grants Collection

Kennesaw State University



UNIVERSITY SYSTEM
OF GEORGIA

Daniel Farr and Angela Nava

Introduction to Criminal Justice





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

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 \$55,085.50
Student Savings:**

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

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.

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.





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 (SOC 1101) course and is currently working on a Social Problems (SOC 2251) course through ALG grants. In summary, I fully support this proposal and strongly encourage the committee to fund it.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Baunach".

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



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.

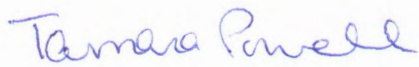
At Kennesaw State University, faculty in the Sociology and Criminal Justice Department share their online courses with their colleagues, and it is possible that this course with no cost to students learning materials will benefit even more students as other faculty also teach the course using Dr. Farr 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,

A handwritten signature in blue ink that reads "Tamara Powell". The signature is written in a cursive style and is enclosed in a light blue rectangular box.

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.*
 - o *In Word, go to File > Save As... > and change the file format to “Plain Text (.txt).”*
 - o *Copy and paste from the .txt file.*
 - o *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.*

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

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

| | | | | | |
|---|---|---|---------------------|--|-----|
| 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) | <input checked="" type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input type="checkbox"/> Specific Core Curriculum Courses | | | | |
| Are you planning on using an OpenStax textbook? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | | | |
| List the original course materials for students (including title, whether optional or required, & cost for each item) | <i>Required:</i> Siegel, L. J. & Worrall, J. L. (2017). <i>Essentials of Criminal Justice</i> (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.
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assessments.

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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.

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 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.

Syllabus



College of Humanities
and Social Sciences

Department of Sociology
and Criminal Justice

CRJU 1101
Foundations of Criminal Justice
CRN 80289

Instructor: Dr. Nava

Office: SO 5006

Office Phone: (470) 578-4528

Office Hours: by appointment in person or virtually through Skype or FaceTime

Email: angela.nava@kennesaw.edu **This email is the preferred method of contact.**

Semester: Fall 2018

Class Time: Fully Online

Course Description and General Education Statement: This course provides an overview of the American criminal justice system including law enforcement, the court system, and the correctional system. Emphasis is placed on crime in the U.S., the criminal justice process from arrest through sentencing, and the roles and responsibilities of criminal justice actors. Current events in the criminal justice system are addressed such as the death penalty, offender treatment, and criminal justice reform among others. The course is three credit hours.

CRJU 1101 satisfies one of Kennesaw State University's general education program requirements. It addresses the Social Sciences learning outcome. The learning outcome states: Students analyze the complexity of how historical, economic, and political relationships develop, persist, or change. For more information about KSU's General Education program requirements and associated learning outcomes, please visit http://catalog.kennesaw.edu/preview_program.php?catoid=34&poid=3977.

General Education Assessment Study: Kennesaw State University is currently engaged in a campus-wide assessment of its general education program. The purpose is to measure student achievement with respect to faculty defined student learning outcomes. This course has been selected to participate in the process. No individually-identifiable student information will be collected as part of the assessment. Data will be reported only in aggregated form. Students should know that the data may be used for scholarly work by members of KSU faculty (but only in anonymous and aggregated form). If you are opposed to having your anonymous data used for scholarly work, you can "opt out" of this specific aspect of the process.

For more information on the general education assessment process and for access to an "opt out" form, please click <http://curriculum.kennesaw.edu/gened/learning-assessment.php>.

Prerequisites/Requirements: This course has no prerequisites.

Required Course Materials: This course will utilize the following textbook:

McKee, A. J. (2016). *Criminal Justice: An Overview of the System*. St. Petersburg, FL: Booklocker.com.

This textbook is an open educational resource, which means that there is no cost to use it. The readings for each module are posted in D2L in a searchable document. If

you prefer the complete version of the electronic book, you may buy it for \$4.99 from Booklocker (<http://booklocker.com/books/8528.html>) or Amazon (https://www.amazon.com/CRIMINAL-JUSTICE-Overview-Adam-McKee-ebook/dp/B01ENVR3DI/ref=tmm_kin_swatch_0?_encoding=UTF8&qid=&sr=).

Checking your KSU email account daily is also required, as is access to D2L.

Course Learning Objectives: After completing this class, you should be able to:

1. identify the purposes and goals of the U.S. Criminal Justice System.
2. define crime and explain the different forms of law in the U.S.
3. analyze crime rates and trends and explain the causes of crime.
4. describe each of the three components of the criminal justice system (cops, courts, and corrections) and its role in the criminal process.
5. explain the roles and responsibilities of criminal justice actors (police, lawyers, judges, defense attorneys, correctional officers, etc.).
6. analyze current issues in the criminal justice system.

Technology Requirements and Online Course Tips: A stable and reliable internet connection is a must in this course. Some components of this course may require a laptop or desktop. All course materials may not be accessible on a phone and/or tablet. There are computer labs on campus if you do not have a personal computer. If you are accessing the course in a computer lab, remember to bring headphones so that you do not disturb other students in the lab with audio components of the course.

Respect for the opinion and position of others is also required in this course. Be kind and tolerant, just as you would want others to be kind and tolerant to you. For information on the proper etiquette required in this course, see the online etiquette rules posted in D2L in the Technology and Online Support folder in the Start Here module. Disrespectful behavior or comments and/or intolerance will not be accepted in this course.

Helpful Links for Online Courses:

1. Online Learning Assessment: http://uc.kennesaw.edu/resources/online_learning.php
2. Sample Online Course Tour: <http://learnonline.kennesaw.edu/how-it-works/course-tour.php>
3. KSU Faculty Words of Wisdom for Succeeding in Online Courses: http://learnonline.kennesaw.edu/how-it-works/words_of_wisdom.php
4. Student Resources for Online Learning: <http://learnonline.kennesaw.edu/student-resources/>
5. Online Student Resource Guide: http://learnonline.kennesaw.edu/how-it-works/online_student_resource_guide.php
6. Software available for download by KSU students: https://apps.kennesaw.edu/portal/prod/app_uni_sso/login.asp
7. Student Helpdesk in Case of Technology Issues: phone: 470-578-3555, email: studenthelpdesk@kennesaw.edu

Instructor/Course Policies

1. **Communications Policy:** Online courses are different from face-to-face courses in a variety of ways. One of the biggest differences is the level of interaction between students and instructors. My goal is to bridge that gap. You are not alone in the course. I am here to help along the way and answer any questions/address any concerns that you may have. You may make an appointment to meet with me in my office or virtually through Skype or FaceTime. I understand that many of you are

working and may need to meet in the evenings or on the weekend. I am happy to do so; simply set up a virtual appointment.

Email is the easiest way to reach me. I prefer my campus email address listed above but will also respond to email through D2L. When you email, be sure that you include your name and the course name/number in the email. I check email Monday through Friday and will respond within 24 hours during that period. If you email me on Friday afternoon or over the weekend, I will respond on Monday. I do check email sporadically on weekends but it is not the norm, so do not expect a quick response over the weekend. There are few true academic emergencies that may occur at night or over the weekend that cannot wait until the next day/Monday. If you have a family emergency, drop me an email and focus on the emergency. The beauty of online courses is the flexibility in doing the assigned work. Because modules are open for one week, emergencies rarely impact turning assignments in if the work is done throughout the week and not put off until the last minute. Do not wait until the last minute to work on assignments in case you have technology issues or questions.

2. **Attendance:** This is a fully online class and there will be no class meetings. Please note, however, that you are solely responsible for managing your enrollment status in a course. Nonattendance (or lack of completion of assignments in online courses) does not constitute a withdrawal from the course.
3. **Class Participation:** You will be required actively engage in the course and the materials posted on D2L on a regular basis. Discussion boards and weekly quizzes will ensure that you are participating and completing the readings. Take full advantage of the opportunity to share in the learning process. Learning is an active process rather than a passive one.
4. **Module Availability:** Modules open each Tuesday listed in the schedule at 9am and close the following Monday listed in the schedule at 11pm. Once a module closes, you will no longer be able to complete the assignments within it. You may submit assignments earlier in the week that they are due if you choose. For example, you may submit the assignment due on Monday on the Thursday before, if you want. However, the next module will not open until the scheduled date. Modules will only be visible once they open. You will not be permitted to work ahead on modules because you should keep pace in the course weekly. You may complete each module in one sitting or in several chunks of time. There is a checklist associated with each module so that you can always pick up where you left off, if desired.

There are also non-graded practice exercises provided each week. Completion of these is optional. These will not expire as assignments do, so that you may go back and review them when preparing for exams.

5. **Module Quizzes:** There will be weekly quizzes covering the reading assignments. The quizzes will be timed (10 minutes each). Please see the schedule for specific dates of availability for each module quiz. Once a quiz is started, you must complete it. If you exit the quiz, you cannot return to it and cannot attempt the quiz again. There will be 13 quizzes, worth 10 points each, totaling 130 points towards your final score.
6. **Exams:** A midterm and final exam will be given, each worth 100 points. Exams are not cumulative. Exams questions may include material from readings, videos, and lectures. Exam questions may include multiple choices, true/false, and matching

questions. Exams will be administered online and contain 100 questions to be answered in 115 minutes. Please see the schedule for specific dates of availability for each exam. You will have one exam attempt and it must be completed within the required time limit. Exams may not be taken early; they will be open in the period specified in the schedule only. Exams will constitute 200 points of your final score.

7. **Late Assignments or Missed Exams:** Late assignments will not be accepted and missed exams may not be made up unless there are legitimate reasons and the appropriate documentation is presented. You must notify me of the situation via email and provide documentation prior to the beginning of the period in which the exam is given or the assignment is due in order to request alternate accommodations. Makeup exams and acceptance of late assignments will be permitted for appropriate reasons only and will require official documentation. There are three types of excused absences: required military duties, university-sanctioned functions and travel related thereto, and court summons/subpoenas. Official documentation must accompany each of these for them to be excused. Major medical events (such as birth of a child or surgery) may also be excused at the discretion of the instructor and with official documentation. The format of the makeup exam may differ from the original exam at the discretion of the instructor.

This course is completely online. Technology issues at the last minute are not acceptable reasons for lateness or missed exams. Completing work prior to the due date will ensure that last minute technology challenges will not be a problem.

8. **Discussion Boards:** You will be required to post to a discussion board bi-weekly. I will pose a question or statement and you are to respond to it. Your original post should consist of five to seven sentences and exhibit critical thinking and an understanding of the topic. Also, you will be required to respond to the posts of at least two classmates each week in which there is a discussion, with at least four sentences in each response. You must start a thread in the discussion before you can see the posts of others. See the discussion board grading rubric so that you are clear on expectations before posting. There will be 7 discussions, worth 10 points each, and will total 70 points towards your final score.

The exception in this grading category is the introduction discussion board. There will be no grading rubric for the first discussion board post and no requirement to respond to the posts of others. Everyone will receive full credit for the first post if directions in the module are followed and it is timely posted.

9. **Grading Policy:** All assignments will be graded within seven days of the closing of the module. Grades will be posted in D2L and will not be communicated via email. Grades will be computed in the following manner:

| | |
|-----------------------------------|------------------|
| Exams (2) | 200 points |
| Module Quizzes (13) | 130 points |
| <u>Discussion Board Posts (7)</u> | <u>70 points</u> |
| Total | 400 points |

To determine your score, add all of the points that you have earned and divide by the number of points available at that point in the course. For example, if you earned 350 of the 400 available points at the end of the course, your score would be 88 ($350/400 = .875 \times 100 = 87.5$).

When calculating final scores, scores of .50 or higher will round up to the next whole number. For example, 89.50 would round up to 90 but 89.35 would not. The final score column is visible in D2L, which will allow you to see where you stand in the course at all times. Once all items are graded, the final score column will show your actual final score in the course. Before then, consider it a cumulative score as you progress in the course.

90-100% = A 80 - 89% = B 70 - 79% = C 60 - 69% = D Below 60% = F

10. **Student Success Links:** Life will always bring challenges. Below are a few resources to assist you in handling challenges that may arise, both academically and personally.

The Writing Center: <http://writingcenter.kennesaw.edu/>. The KSU Writing Center helps students in all majors improve their writing. Experienced, friendly writing assistants help with topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit writingcenter.kennesaw.edu or stop by English Building, Room 242 (Kennesaw campus) or Johnson Library, Room 121 (Marietta campus).

Academic Support Services:
<http://studentengagement.kennesaw.edu/acsa/advising/>

Student Disability Services: http://www.kennesaw.edu/stu_dev/dsss/welcome.html

ESL Study and Tutorial Center: <http://uc.kennesaw.edu/academicinitiatives/esl/> and http://uc.kennesaw.edu/academicinitiatives/docs/Guide_to_the_ESL_Center.pdf

Career Planning and Development: <http://careers.kennesaw.edu/>

Counseling and Psychological Services:
<http://www.kennesaw.edu/studentssuccessservices/cps/services.php>

Center for Health Promotion and Wellness:
<http://wellstarcollege.kennesaw.edu/wellness/>

Student Health Services: <http://studenthealth.kennesaw.edu>

Important Dates and Deadlines

Drop/add period: August 13-19

Last day to withdraw without academic penalty: October 3

Holidays: September 3 (Labor Day) and November 19-25 (Thanksgiving/Fall Break)

Graduation: December 11-12

Final grades due: December 13

University Policies

1. **Academic Integrity Statement:** In the event of academic dishonesty, policies stated in the KSU Student Codes of Conduct will be followed. The Student Codes of Conduct may be found online at <http://scai.kennesaw.edu/codes.php>. Cheating includes presenting another's work as your own, presenting previous work as work done in this semester, copying the work of another, etc. If you have any questions about whether an activity is cheating, refer to the link above. The instructor will determine the sanction(s) for dishonest behavior. Academic dishonesty may result

in an F for the assignment, exam, and/or the entire course and may result in suspension or expulsion from the University.

2. **Disability Statement:** Students who wish to request accommodation for a disability may do so by registering with the Student Disability Services. Students may only be accommodated upon issuance by the Student Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. For more information, please see <http://studentsuccess.kennesaw.edu/sds/>.
3. **Confidentiality and Privacy Statement (FERPA):**
<http://enrollmentservices.kennesaw.edu/training/ferpa.php>
4. **University – Student Rights Statement:**
<http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263>
5. **Ethics Statement:** <http://scai.kennesaw.edu/codes.php>
6. **Course Accessibility Statement (ADA statement):**
<http://sss.kennesaw.edu/sds/institutional-policies.php>
7. **Responsible Employee Disclosure:** Kennesaw State University prohibits all acts of sexual violation (misconduct) by students, faculty and staff. Employees are considered responsible employees and must report incidents of sexual violation (misconduct). In case of an emergency, contact the local police by dialing 911 or contact the Campus Police at (470) 578-6666 or (770) 423-6666.

The University Sexual Harassment Statement: <http://scai.kennesaw.edu/codes.php>.

Reporting student, faculty, and staff violations: TellKSU
<http://tellksu.kennesaw.edu/index.php> (470) 578-2614

Reporting crimes: KSU Department of Public Safety and University Police
Emergencies: (470) 578-6666 or (770) 423-6666
Non-Emergencies: (470) 578-6206

Support and advocacy: Office of Victim Services ovs.kennesaw.edu/resources.php
(470) 578-4257

Support: Women’s Resource & Interpersonal Violence Prevention Center
ovs.kennesaw.edu/resources.php (470) 578-7858

Students may confidentially disclose incidents of sexual violation (misconduct) to the health care providers listed without initiating a university investigation.

Medical care: Student Health Services <http://studenthealth.kennesaw.edu>
(470) 578-6644

Counseling: Counseling & Psychological Services
studentsuccess.kennesaw.edu/cps/ (470) 578-6600

Schedule*:

*The course syllabus provides a general plan for the course. Deviations may be necessary and are at the discretion of the instructor. Any deviations will be announced on D2L.

Late assignments will not be accepted; see the policy on late assignments above.

| Module Begin Date (at 9am) | Module End Date (at 11pm) | Module Name | Topic | Assignments | Points Value |
|-------------------------------|--|------------------------------|-------------------------------------|---|--------------|
| Aug 13 | Aug 20 | Start Here | Introduction to the Course | Introduction Discussion | 10 |
| Aug 21 | Aug 27 | Module 1 | The Criminal Justice System, Part 1 | Module 1 Quiz | 10 |
| Aug 28 | Sept 4 (extended due date because of Labor Day) | Module 2 | The Criminal Justice System, Part 2 | Module 2 Quiz | 10 |
| | | | | Module 2 Discussion | 10 |
| Sept 4 | Sept 10 | Module 3 | Measures of Crime and Victimization | Module 3 Quiz | 10 |
| | | | Theories of Punishments | | 10 |
| Sept 11 | Sept 17 | Module 4 | Criminal Law | Module 4 Quiz | 10 |
| | | | | Module 4 Discussion | 10 |
| Sept 18 | Sept 24 | Module 5 | Policing, Part 1 | Module 5 Quiz | 10 |
| Sept 25 | Oct 1 | Module 6 | Policing, Part 2 | Module 6 Quiz | 10 |
| | | | | Module 6 Discussion | 10 |
| Oct 2 | Oct 8 | Midterm – Modules 1-6 | | Open Oct 3 at 9am to Oct 5 at 11pm | 100 |
| Oct 9 | Oct 15 | Module 7 | Courts, Part 1 | Module 7 Quiz | 10 |
| Oct 16 | Oct 22 | Module 8 | Courts, Part 2 | Module 8 Quiz | 10 |
| | | | | Module 8 Discussion | 10 |

| | | | | | |
|--------|--------|----------------------------------|---|---|-----|
| Oct 23 | Oct 29 | Module 9 | Adjudication and Sentencing | Module 9 Quiz | 10 |
| Oct 30 | Nov 5 | Module 10 | Community Corrections | Module 10 Quiz | 10 |
| | | | | Module 10 Discussion | 10 |
| Nov 6 | Nov 12 | Module 11 | Corrections | Module 11 Quiz | 10 |
| Nov 13 | Nov 19 | Module 12 | Juvenile Justice | Module 12 Quiz | 10 |
| | | | | Module 12 Discussion | 10 |
| Nov 19 | Nov 25 | Fall Break | | | |
| Nov 26 | Dec 3 | Module 13 | Special Topics - School Safety, Collateral Consequences, and Incarceration Trends | Module 13 Quiz | 10 |
| Dec 4 | Dec 10 | Final Exam – Modules 7-13 | | Open Dec 5 at 9am to Dec 8 at 11pm | 100 |

Final Report

ALG Grant Final Report

Date: 12/21/2018

Grant Round: 10

Grant Number: #340

Institution: Kennesaw State University

Project lead: Daniel Farr

Team Members:

- Daniel Farr, Ph.D., Senior Lecturer of Sociology, Dept. of Sociology and Criminal Justice
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- Angela Nava, Ph.D., Lecturer of Criminal Justice, Dept. of Sociology and Criminal Justice
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Course Name & Number: Intro. to Criminal Justice, CRJU1101

Semester program began: Fall 2017

Final Semester of Implementation: Fall 2018

Total number of students Affected During Project: 174

1. Narrative

The overall outcome of student learning with the adoption of this new Open Source textbook (Criminal Justice: An Overview of the System; 2016; A.J. McKee author; see: <https://www.docmckee.com/WP/>) has been demonstrated a relatively neutral-negative overall grade change from prior recent face-to-face offerings of this course. The Fall 2018 adoption of no-cost was implemented in two face-to-face sections and one online section simultaneously. Our comparison is with two sections of face-to-face offerings in a recent semester, Spring 2018. One potential confounding factor in this outcome, resulting in the “negative” outcome is that this adoption occurred in a Fall semester. Fall semester sections of introductory courses are first-year student heavy. As a number of students particularly struggle in their first semester at our institution, this may have resulted in some outcome bias.

This new text was adopted for use in a newly redesigned face-to-face and online sections of CRJU1101 in Fall 2018. The newly developed course received positive student responses overall (this was particularly noted by anecdotal comments made by face-to-face students directly to instructor). One of the challenges that accompanied this transformation was the significant effort involved in developing PowerPoint presentations/lectures to accompany the text material. This text did not have any ancillary resources available to instructors.

At the end of the semester a survey was administered to each of the three courses, the overall response rate was on the low side (13.8%). The three courses responses were combined for reporting (individual

charts are available in data file). While a chart below breaks down survey responses specifically, a brief summary highlights the positive impressions students had of this text. It is useful to note that the majority of respondents were using the text at least once a week (88%), with 60% using it at least 2-3 times a week; as such, this feedback is primarily from students who were actively engaging with the textbook/course (although one respondent reported never using the text). Most students found the text easy to use (60% rating it very easy; with 96% rating it at least slightly easy). Many found the text interesting (16% very interesting; 84% finding it at least slightly interesting). The majority found the text at least slightly clear, 92%. The overall quality was well received with nearly 92% of students rating it as slightly good or better (52% reporting very good or somewhat good quality). Finally, 84% indicated they preferred the no-cost free online textbook to a traditional paper textbook. Overall, the survey indicated a positive response to the text by students in the course.

Student learning outcomes appear to be neutral/negative, as demonstrated by grade outcomes and by fail rates. These findings will be explored below.

At this stage, we do not foresee any major changes likely to occur with the next offering of this course. Student outcomes and the course organization/structure appear to have been successful.

2. Student quotes

The majority of student quotes focused upon structural components of the course (such as pop quizzes among face-to-face learners). Very few students provided written feedback regarding the text per say.

“If you condense the readings a little more.”

“I would like a physical copy of a book”

3. Quantitative and Qualitative Measures

Overall Measurements

Student Opinion of Materials

Total number of students affected in this project (first semester of implementation): 165

(in total 174 enrolled; but a number of student did not actually participate or stopped participating very early in semester)

Positive: Overall, positive – see charts for details.

ALG - Survey COMBINED

n=25

13.8% response rate (of 174 total maximum)

How would you rate the ease of using the online "textbook" materials in this course?

| Very easy | Somewhat easy | Slightly easy | Neither difficult nor easy | slightly difficult | somewhat difficult | very difficult |
|-----------|---------------|---------------|----------------------------|--------------------|--------------------|----------------|
| 60% | 28% | 8% | 4% | 0% | 0% | 0% |

| | | | | | | |
|----|---|---|---|--|--|--|
| 15 | 7 | 2 | 1 | | | |
|----|---|---|---|--|--|--|

How engaging/interesting is the writing of the online "textbook"?

| | | | | | | |
|------------------|----------------------|----------------------|---------------------------------------|------------------------|------------------------|--------------------|
| Very interesting | Somewhat interesting | Slightly interesting | Neither interesting nor uninteresting | Slightly uninteresting | somewhat uninteresting | very uninteresting |
| 16% | 36% | 32% | 8% | 0% | 8% | 0% |
| 4 | 9 | 8 | 2 | | 2 | |

How understandable is the writing of the online "textbook"?

| | | | | | | |
|------------|----------------|----------------|---------------------------|------------------|------------------|--------------|
| Very clear | Somewhat clear | Slightly clear | Neither clear nor unclear | Slightly unclear | Somewhat unclear | Very unclear |
| 36% | 44% | 12% | 0% | 8% | 0% | 0% |
| 9 | 11 | 3 | | 2 | | |

How frequently did you use the online "textbook" in this class?

| | | | | | | |
|----------------------------|--------------------|-------------|----------------------|--------------|-----------------|-------|
| More than 3 times per week | 2-3 times per week | Once a week | Once every two weeks | Once a month | Once a semester | Never |
| 4% | 56% | 28% | 8% | 0% | 0% | 4% |
| 1 | 14 | 7 | 2 | | | 1 |

Rate the overall level of the quality of the online "textbook" you used in this course.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-------------------------------|-----------------------|-----------------------|-------------------|
| Very good quality | Somewhat good quality | Slightly good quality | Neither good nor poor quality | Slightly poor quality | Somewhat poor quality | Very poor quality |
| 52% | 36% | 8% | 0% | 4% | 0% | 0% |
| 13 | 9 | 2 | | 1 | | |

If given the choice between buying a traditional paper textbook and a no-cost free online textbook, which type do you prefer?

| | |
|----------------------------|------------------------------|
| Traditional paper textbook | No-cost free online textbook |
| 16% | 84% |

| | |
|---|----|
| 4 | 21 |
|---|----|

Student Opinion of Materials

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

Total number of students affected in this project: ___174___

- Positive: ___92___ % of ___25___ number of respondents
- Neutral: ___4___ % of ___25___ number of respondents
- Negative: ___4___ % of ___25___ number of respondents

Student Learning Outcomes and Grades

For comparison purposes, comparisons were made to other face-to-face offerings of this course, two sections from Spring 2018. The comparisons were made to courses taught by the same instructor.

This was the first semester of implementation for the ALG transformed online course. Grade outcomes as compared to other semesters was relatively consistent with lower total outcomes. Comparisons were made among students who completed at least half of the course (participated in at least midterm exam).

Pre-ALG: 2 sections of face-to-face (Spring 2018)

ALG implementation: 2 sections of face-to-face & 1 section online (Fall2018)

Analysis centered upon students who completed at least half of the course – determined by those who at least participated in the mid-term exam. Overall grade outcomes were negatively influenced with an approximately 4 point reduction in course mean and median grades. The percentage of students who passed (grade of D or higher) remained consistent (pre-ALG: 96%; post-ALG: 95.5%). Among this group of students, the overall grade outcomes declined with more students earn D's post-ALG. Pre-ALG 90% students earned C or higher course grade; post-ALG 80% earned C or higher.

Pre-ALG Stats:

face-to-face: Spring 2018

mean score: 81
median score: 82

Grade distribution:

| | | |
|--------------------------|----|-------|
| A | 17 | 14.0% |
| B | 29 | 23.8% |
| C | 64 | 52.5% |
| D | 7 | 5.7% |
| F | 5 | 4.0% |
| 90.3% earned C or higher | | |

Post OER Adoption

COMBINED

mean score: 77
median score: 79

Grade distribution:

| | | |
|------------------------|----|-------|
| A | 11 | 7.1% |
| B | 60 | 38.7% |
| C | 53 | 34.2% |
| D | 24 | 15.5% |
| F | 7 | 4.5% |
| 80% earned C or higher | | |

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

Student Drop/Fail/Withdraw (DFW) Rates

Unfortunately, drop rates are not a measure we can obtain across the semesters – “drops” only occur during the drop/add period at the start of semester. At that time, given the high number of online courses offered at our university, students are making regular changes to their schedule in pursuit of the most favorable choice.

There was an increased occurrence of *attrition* among students with a higher number of students ceasing work prior to the mid-term exam. These 9 students, ~5% of all enrolled, should have withdrawn from the course. This number is significantly higher than the Spring 2018 semester (0.8%). This outcome does not likely appear the result of ALG adoption, but as a result of semester. Among fall introductory courses, our department observes higher attrition in semester than in spring semesters. We, anecdotally, believe this is likely the result of students’ academic statuses – first semester students often struggle to manage time or fully commit to courses and struggle.

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

Drop/Fail/Withdraw Rate:

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

5.2% of students, out of a total 174 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)

Narrative

Overall student outcomes demonstrate lower grade outcomes based on this limited comparison. Final determination of adoption success will be particularly better measured in Spring 2019 when comparisons can be made to a similar pool of students.

The lower outcomes do not appear to be significant, with the majority of students continuing to pass the course. The consistency between face-to-face and online course demonstrate consistency in teaching and assessment. The small reduction in grade outcome particularly only become meaningful due to the line between a C and a B. In reality, the distinction actually comes down to the difference of shifting from a B- overall outcome to a C+.

Sustainability Plan

Kennesaw State University, until recently, was a QM-subscribing institution, and all online courses at KSU must pass the internal Quality Matters process to be taught. We also required that courses be re-reviewed every 3 years. As the new online system of review/approval has yet to be determined, we cannot speak to this component.

It is expected that Nava will continue to refine and update course powerpoints and assessments.

Future Plans

The experience of adopting a no-cost, Open source textbook for this course has encouraged us to more actively pursue the development of additional courses based on no-cost instructional materials. This was the third course in the department to be transformed by Farr --- Introduction to Sociology, Soci1101 and Social Problems, Soci2251, being previously supported by ALG for a no-cost adoption.

The findings of this experience will be shared with the department to encourage more online instructors to adopt the use of this no-cost instructional materials based online course section.

Currently, there are no plans to present or publish findings from this experience. This said, based on this positive experience, Farr and Nava will be looking at both Sociology and Criminal Justice for additional opportunities to reduce student cost..

This has been a positive and rewarding experience and students have certainly indicated that they were quite pleased with taking a course that did not use a costly textbook!

Description of Photograph



Daniel Farr & Angela Nava