

Application Details

Manage Application: ALG Textbook Transformation Grants Round Five

Award Cycle: Round 5

Internal Submission Deadline: Tuesday, December 15, 2015

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

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

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

Team Members	<p>Andrea Allen Assistant Professor of Criminal Justice Department of Social Sciences Clayton State University andreaallen@clayton.edu</p> <p>Scott Jacques Associate Professor of Criminal Justice and Criminology Department of Criminal Justice and Criminology Georgia State University sjacques1@gsu.edu</p>				
Sponsor, Title, Department, Institution	<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>				
Proposal Title	Introduction to Criminal Justice: No-Cost-to-Students Learning Materials for a Top Enrollment USG Course				
Course Names, Course Numbers and Semesters Offered	<p><u>Clayton State University:</u></p> <ul style="list-style-type: none"> Intro to Criminal Justice (CRJU 1150) – offered Fall, Spring, and Summer semesters <p><u>Georgia State University:</u></p> <ul style="list-style-type: none"> Intro Criminal Justice (CRJU 1100) – offered Fall, Spring, and Summer semesters 				
Final Semester of Instruction	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.				
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
Award Category (pick one)	<input type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input checked="" type="checkbox"/> Specific Top 50 Lower Division Courses				

List the original course materials for students (including title, whether optional or required, & cost for each item)	<p>Required Reading:</p> <p>At CSU: Cole, G. F., Smith, C. E., & 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>
Original Per Student Cost	<p>CSU: \$168.95 plus tax GSU: \$120.00 plus tax</p>
Post-Proposal Projected Per Student Cost	<p>\$0.00</p>
Projected Per Student Savings	<p>CSU: \$168.95 plus tax GSU: \$120.00 plus tax</p>
Plan for Hosting Materials	<p><input type="checkbox"/> OpenStax CNX</p> <p><input checked="" type="checkbox"/> D2L</p> <p><input type="checkbox"/> LibGuides</p> <p><input checked="" type="checkbox"/> Other <u>American Sociological Association's (ASA) TRAIL (Teaching Resources and Innovations Library for Sociology) Program</u></p>
Requested Amount of Funding	<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)).

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1.2 STATEMENT OF TRANSFORMATION

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- 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.

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1.3 TRANSFORMATION ACTION PLAN

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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).

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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)
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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.

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1.5 TIMELINE

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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>
Total	\$15,800

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

404-413-1020 TEL
404-413-1030 FAX

140 Decatur Street
Suite 1201
Atlanta, Georgia 30303
www.andreyoungschool.org



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

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