Application Details

Manage Application: ALG Textbook Transformation Grants

Award Cycle:	Round 9
Internal Submission Deadline:	Sunday, April 30, 2017

Application Title:	314
Application ID:	#001732
Submitter First Name:	Scott
Submitter Last Name:	Jacques
Submitter Title:	Associate Professor of Criminal Justice
Submitter Email Address:	sjacques1@gsu.edu
Submitter Phone Number:	706-296-8707
Submitter Campus Role:	Proposal Investigator (Primary or additional)
Applicant First Name:	Scott
Applicant Last Name:	Jacques
Co-Applicant Name:	Andrea Allen
Applicant Email Address:	sjacques1@gsu.edu
Applicant Phone Number:	706-296-8707
Primary Appointment Title:	Associate Professor of Criminal Justice
Institution Name(s):	Georgia State University
Submission Date:	Monday, May 1, 2017

Proposal Title:	314
Final Semester of Instruction:	Fall 2017

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

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

Andrea Allen, Assistant Professor of Criminal Justice, Department of Social Sciences, Clayton State University, andreaallen@clayton.edu

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

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

Lisa Holland-Davis, Chair and Associate Professor, Department of Social Sciences, Clayton State University

Course Names, Course Numbers and Semesters Offered:

Georgia State University:
Criminological Theory (CRJU 3410) here forward simply referred to as "Criminology" for brevity– offered Fall, Spring, and Summer semesters

Clayton State University:
Criminology (CRJU 3100) – offered Fall, Spring, and Summer semesters

Average Number of Students per Course Section:	38 (CSU); 120 (GSU)
Number of Course Sections Affected by Implementation in Academic Year:	3 (CSU); 3 (GSU)
Total Number of Students Affected by Implementation in Academic Year:	474
List the original course materials for students (including title, whether optional or required, & cost for each item):	Georgia State University: Bernard, T. J., Snipes, J. B., & Gerould, A. L. (2015). Vold's Theoretical Criminology (7th ed.). Oxford University Press. ($100)Clayton State University: Brown, S. E., Esbensen, F-A., Geis, G. (2012). Criminology (8th ed.). Routledge. ($100)
Proposal Categories:	No-Cost-to-Students Learning Materials
Requested Amount of Funding:	$10,800
Original per Student Cost:	$100 plus tax
Post-Proposal Projected Student Cost:	$0.00
Projected Per Student Savings:	$100 plus tax

| Projected Total Annual Student Savings: | $47,400 |

Creation and Hosting Platforms Used ("n/a" if none):

n/a

Project Goals:

We will transform Criminology at our respective institutions, Georgia State University (GSU) and Clayton State University (CSU), from a traditional textbook to no-cost materials. Criminology is a viable course to transform because, one, it is a required class for criminal justice majors at our institutions, and, moreover, part of the criminal justice curriculums at schools such as Georgia Southern University, University of North Georgia, Kennesaw State University, University of Georgia, and University of West Georgia, to name a few. There are two major goals of this transformation.

One goal of this transformation is to eliminate the cost of textbooks for students in this course. Criminology textbooks are expensive; for example, each of the two textbooks currently used at GSU are CSU are $100 plus tax. There is a significant need for no-cost options at our institutions. This is evidenced, for instance, by 55% of GSU students and 64% of CSU students receiving Pell Grants, which is indicative of a low-income background (USDOE, 2015).

A second, related goal of this transformation is to increase students' timely access to course materials by making them free. Due to the cost of textbooks, many students do not purchase the reading material at all or, if they do, they wait until a significant portion of class time has passed (e.g., ¼ of the semester). This not only impedes their ability to complete readings, but also to complete related assignments and generally succeed in the class. By providing a no-cost textbook option, the readings are available to everyone from the very beginning, which should enhance student learning and related outcomes (e.g., good test scores). Moreover, this success should improve retention and matriculation rates.

Statement of Transformation:

At present, there is no available "Criminology" OER textbook. Thus, for this transformation we will compile no-cost source materials to use in place of a traditional textbook. Before describing this process, it may be worth specifying for non-criminologists that in our field, "Criminology" as a course is synonymous with "Criminological Theory"; and, the goal of these courses is to convey and critically analyze our field's most influential theories.

For our transformation, first we will conduct a content analysis of Criminology textbooks to determine what content is most often covered in such books and in what order. Given our training and expertise, of course, we already have a strong sense of the content that will be covered. This is because certain disciplines (e.g., biology, sociology, psychology, economics,

etc.) and foundational theories nested within them are always covered in such books. However, these books vary in which of the less foundational theories they include. Thus, the content analysis will be geared toward identifying which of these theories receive the most coverage across textbooks. 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. These materials will constitute the new course "text".

Above is our transformation in a nutshell, but some background on the process leading to this proposal may be useful to reviewers. For the past few years, we debated whether we could do a no-cost Criminology course. We had gathered no-cost materials for Research Methods and Introduction to Criminal Justice, but it was unclear to us how we could do the same for Criminology. In part, this is because there is not, to our knowledge, an available no-cost textbook (see, e.g., https://openstax.org/subjects/social-sciences). Given that, the pressing problem we faced was how to incorporate the "classics" into our course. Though the contemporary versions are accessible for free via Galileo (e.g., they are published in journals on JSTOR), the classics tend to be in book form and thus under more stringent copyright protections – or so we thought.

We had an "aha moment" upon realizing that almost all of the classic theoretical formulations are found in books no longer under copyright protection due to their age (e.g., those of Beccaria, Bentham, and Lombroso); for details, see, e.g., http://copyright.cornell.edu/resources/publicdomain.cfm. Better yet, after some investigation, we learned these books are already legally available online for free (see, e.g., www.archive.org). There are some exceptions, but those are only a few years away from losing copyright protection, too, and so can be used in the same way at that point. In the meantime, and as relates directly to our work for this project, we will rely on each classic's theoretical summary section/chapter, which qualifies as fair use under USG guidelines (see http://www.usg.edu/copyright/).

Additionally, we will work with GSU's Center for Instructional Innovation and CSU's Center for Instructional Development to create short but informative videos that capture the major points of each reading and apply them with illustrative cases (e.g., poor parenting leading to low self-control; peer socialization leading to drug use; etcetera). Also, we will require students to watch videos posted to the American Society of Criminology's Oral History Project website (https://www.asc41.com/videos/Oral_History.html). These videos consist of criminology's foremost figures explaining their ideas, and, in effect then, amount to a sort of lecture in which the people responsible for influential contemporary theories explain them in their own words. A third feature of this course will be the use of exercises that reinforce the text by applying it to real world events. More specifically, this will involve analyzing recent news events in light of particular theories, including not only what they "do explain" but also what they leave "unexplained." A fourth feature of the course will involve discussion posts in which students compare and contrast the utility of competing theories for explaining recent news events. In short, the readings and videos will convey the requisite knowledge to students, whereas the

exercises and posts will require them to apply and critically analyze those ideas.

This transformation will affect three stakeholders: students, faculty, and our respective universities, more specifically the Department of Criminal Justice and Criminology at GSU and the Department of Social Sciences at CSU. At GSU and CSU, every student pursuing a bachelor's in criminal justice must take Criminology. This course is also popular with non-criminal justice students who take it to satisfy their core requirements.

Regarding students, the transformation will save them a large amount of money. This is important for our students, especially given that a large percent of them are from relatively low-income backgrounds. As explained above, high textbook costs lead students to go weeks or longer without the required reading material, as they cannot afford the cost from the semester's beginning. By providing a no-cost text, we expect students to have better learning outcomes because there will not be a monetary justification to go without the reading material. Learning outcomes may also be improved by lowering the monetary stress in their life outside of school. To pay for a $100 textbook, for example, requires about 20 hours of work in a minimum wage position. A no-cost textbook option, then, should free up time to study – instead of working to afford to study – thereby further 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 that may conflict with working hours or family responsibilities.

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 a Criminology course. Second, our instruction should improve by finding and compiling new (no-cost) source materials as well as by creating associated learning materials (e.g., PowerPoints, educational videos). Further, the transformation will allow us to tailor the new course to meet the needs of students, which should improve course success.

Additionally, the third stakeholder – our universities – should be positively impacted with this textbook transformation. In terms of statistics, this effect will appear in retention and matriculation rates. The expensive costs of textbooks is part of why students drop out of college before graduation. For instance, only 68% of CSU students move on to their sophomore year and only 28% of on-time students graduate (College Factual, 2015). Of course, such statistics "look bad" for universities, but, more importantly, they have a serious effect on students' lives who, for instance, effectively waste money on courses and materials that did not produce a degree. For that reason, then, 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." CSU holds the same ambition to help students achieve said success. This no-cost textbook transformation will help GSU and CSU do so.

In addition to what was mentioned above, the transformation will have the following impacts. The transformation will impact almost 500 students across six sections of Criminology: 360 students across three sections at GSU, and 114 students across three sections at CSU. The transformation will be implemented in Fall 2017 (one section per university), continue in Spring 2018 (one section per university), and – as only relates to this grant – the last semester of delivery will be Summer 2018 (one section per university). Assuming the course proves successful (measures of which are below), we intend for the transformation to have a long-term impact by being implemented long after the grant period in future sections of Criminology. Also, we will share our text with other instructors at GSU and CSU who instruct the course years down the road.

Transformation Action Plan:

The first step in our transformation plan will be to identify and review Criminology textbooks on the market. To do so, we will search Amazon and Google. Also, we will examine the textbooks currently being used in Criminology courses at CSU and GSU, should they be different from our Amazon and Google search outcome. Next, we will analyze these textbooks' table of contents to identify the 1) theories covered within them and 2) the order in which they are covered. Our findings will be used to decide what theories to cover in the course and in what order.

Once we complete the above, the second step will be curating "classic" and more "contemporary" readings that address the course's needs. These readings will consist of excerpts from books no longer under copyright protection due to their age; excerpts that will qualify as fair use per USG guidelines; or articles found on Galileo. For more details about this process, please refer back to our description of the transformation found in Section 1.2. 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.

On D2L for our respective courses, students will be guided to the readings. For books no longer under copyright protection, students will be directed to an external link that contains the reading material, such as www.archive.org. For articles, students will be instructed on how to find the reading material using Galileo. For books still under copyright protection, we will upload an excerpt (that complies with USG's "fair use" guidelines) directly to D2L. Again, and to be clear, all selected materials will comply with the USG's copyright policy. Should there be any uncertainty about the fair use of a particular reading, we will consult copyright experts (e.g., GSU's Gwen Spratt) about how to proceed.

Once the text has been identified, we will determine how best to deliver it and integrate it with other course activities. Also, we will invite further/new insights and improvements to the course by consulting with GSU's Center for Instructional Innovation and CSU's Center for Instructional Development.

We will make our course materials publicly available in the form of a LibGuide posted on GSU's and CSU's websites. A LibGuide is a set of webpages that directs users to resources on a particular research topic or course subject. LibGuides are typically prepared by librarians and appear on universities' library webpages.

Quantitative & Qualitative Measures: The textbook transformation's effectiveness will be assessed by student success and students' perceptions of the redesigned Criminology course. We will use the following quantitative and qualitative measures for analysis:

* The number and percentage of students who drop, fail, and withdraw from the course
* Final grade distributions (mean, median, mode)
* Students' teacher evaluations (both quantitative and qualitative data)
* Test/Quiz/Assignment scores to 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.In addition to the above measures, we intend to assess students' perceptions of the course's no-cost materials by anonymously surveying students. Please find a working draft of the survey instrument in the Attachments. The instrument will collect both quantitative and qualitative data. Pertaining to the former, students will be asked to indicate the extent to which they agree with the following statements that gauge the need for no-cost course materials: "Textbooks are too expensive"; "I have a small budget for books"; and "Course content should be free." Additional quantitative questions ask whether they prefer a Digital Textbook (=1) or Traditional Textbook (=0), and if they think they would have learned more using a traditional textbook (yes=1, no=0). To obtain qualitative data, students will be asked the following open-ended questions:What did you like about the digital course readings?What did you dislike about the digital course readings?Is there any way you wanted to use the course readings but couldn't because they are digital? Quantitative data will be analyzed using SPSS, whereas the qualitative data will be coded for emergent themes.Of course, we will also collectively deliberate on the transformation process and newly adopted course materials. Any arising issues will be addressed as a team.

Timeline:

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

* May 22, 2017: Notification of Award
* June 5, 2017: Required Kick-Off Meeting
* June 2017: Compile Criminology textbooks and Conduct content analysis of textbooks, focusing on topic coverage and order in which topics are covered. Based on findings of content analysis, decide for redesigned course which topics to cover and in what order; identify, review, and select new reading materials; curate and develop non-reading materials (e.g., overview PowerPoints and oral history videos); upload materials to D2L; and, finally, consult with GSU's Center for Instructional Innovation and CSU's Center for Instructional Development to optimize organization of materials on D2L, consider incorporation of other non-reading materials, and develop/integrate them as appropriate.
* July 2017: Create and finalize course syllabus; create test questions measuring course learning outcomes, which will cover both reading material and video material
* August 2017: Implement the new Criminology course; collect "beginning" data to be later used in assessment
* December 2017: Collect and analyze data outlined in section 1.4; submit final report; create and publish LIBGUIDES

Budget:

The requested budget is $10,800 ($5,000 x 2 team members) + 800 for overall project expenses.
Contract Overload (Scott Jacques) $5,000
Contract Overload (Andrea Allen) $5,000
Travel to Kick-Off Meeting $800

Total $10,800

Sustainability Plan:

As individual instructors, we will offer this no-cost-to-student option in future course sections of Criminology. Furthermore, we will encourage other instructors teaching this course to adopt our course design, and share our course materials with them. 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.

REFERENCES & ATTACHMENTS

http://www.archive.org
https://www.asc41.com/videos/Oral_History.html
http://www2.ed.gov/finaid/prof/resources/data/pell-institution.html
http://www.collegefactual.com/colleges/clayton-state-university/academic-life/graduation-and-retention/

Please indicate the extent to which you agree with the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Textbooks are too expensive.	○	○	○	○	○
I have a small budget for books.	○	○	○	○	○
Course content should be free.	○	○	○	○	○

For this course, I prefer (a):
○ Digital Course Materials
○ Traditional Textbook

What did you like about the Digital Course Materials?

What did you dislike about the Digital Course Materials?

Is there any way you wanted to use the course materials but couldn't because they are digital?

Do you think you would have learned more using a traditional textbook?
○ Yes
○ No

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

April 17, 2017

Dear Selection Committee:

This letter certifies that the Department of Criminal Justice and Criminology at Georgia State University supports development of the proposed course, Criminological Theory. The course is entirely sustainable. Indeed, our department offers it every semester and all students seeking a Bachelor's degree in criminal justice and criminology must pass this course. No-cost-to-student materials are needed at almost any institution, but especially at ours because so many of our students come to us from low-income backgrounds. I am also excited to see that the course will be delivered online in an asynchronous format, as this option will offer sorely needed flexibility to our students. I should add that Dr. Jacques, who will teach the course at GSU, is a widely-respected criminologist known for his theoretical innovations. Moreover, he has already been quite successful at developing and delivering online courses for our department. Thus, I am sure he will offer an excellent version of Criminological Theory, all the more so given its project cost savings.

Kind regards,

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/

CLAYTON STATE UNIVERSITY

College of Arts and Sciences

April 17, 2017

Dear Selection Committee,

I am writing in support of the Dr. Andrea Allen's Affordable Learning Georgia Textbook Transformation Grant application for the development of no-cost learning materials for our Criminology course at Clayton State University. Criminology is a required course for the Bachelor of Science degree in Criminal Justice and is a popular elective choice for students in several other degree programs. Given the rising cost of higher education and the heavy reliance on finacial aid by our student population, I believe the development of no-cost course materials is greatly needed at Clayton State. In addition, Dr. Allen is an excellent instructor with experience in the development and delievery of online classes and therefore will undoubtedly develop a superior classroom experience for our students using innovative, no-cost materials.

Sincerely,

Lisa Holland-Davis, Ph.D.
Chair, Department of Social Sciences
Associate Professor of Sociology
lisahollanddavis@clayton.edu

Affordable Learning Georgia Textbook Transformation Grants

Round Nine

For Implementations beginning Summer Semester 2017

Running Through Spring Semester 2018

Proposal Form and Narrative

Submitter Name	Scott Jacques
Submitter Title	Associate Professor of Criminal Justice and Criminology
Submitter Email	Sjacques1@gsu.edu
Submitter Phone Number	706-296-8707
Submitter Campus Role	Proposal Investigator
Applicant Name	Scott Jacques
Applicant Email	Sjacques1@gsu.edu
Applicant Phone Number	706-296-8707
Primary Appointment Title	Associate Professor of Criminal Justice and Criminology
Institution Name(s)	Georgia State University
Team Members	Andrea Allen Assistant Professor of Criminal Justice Department of Social Sciences Clayton State University
Sponsor, Title, Department, Institution	Richard Wright, Chair and Professor, Department of Criminal Justice and Criminology, Georgia State University Lisa Holland-Davis, Chair and Associate Professor, Department of Social Sciences, Clayton State University

Proposal Title	Criminology: No-Cost-to-Students Learning Materials for a Top Enrollment USG Course				
Course Names, Course Numbers and Semesters Offered	Georgia State University: Criminological Theory (CRJU 3410) here forward simply referred to as "Criminology" for brevity – offered Fall, Spring, and Summer semesters Clayton State University: Criminology (CRJU 3100) – offered Fall, Spring, and Summer semesters				
Final Semester of Instruction	This course will be implemented Fall 2017 and then taught again in Spring 2018 and, finally, Summer 2018. If successful (as measured by student outcomes), this course will be taught from there forward with the no-cost materials.				
Average Number of Students Per Course Section	38 (CSU) 120 (GSU)	**Number of Course Sections Affected by Implementation in Academic Year**	3 (CSU) 3 (GSU)	**Total Number of Students Affected by Implementation in Academic Year**	474
Award Category (pick one)	☒ No-or-Low-Cost-to-Students Learning Materials ☐ OpenStax Textbooks ☐ Interactive Course-Authoring Tools and Software ☐ Specific Top 100 Undergraduate Courses				
List the original course materials for students (including title, whether optional or required, & cost for each item)	Georgia State University: Bernard, T. J., Snipes, J. B., & Gerould, A. L. (2015). *Vold's Theoretical Criminology* (7th ed.). Oxford University Press. ($100) Clayton State University: Brown, S. E., Esbensen, F-A., Geis, G. (2012). *Criminology* (8th ed.). Routledge. ($100)				
Requested Amount of Funding	$10,800				

Original Per Student Cost	GSU: $100 plus tax CSU: $100 plus tax
Post-Proposal Projected Per Student Cost	$0.00
Projected Per Student Savings	GSU: $100 plus tax CSU: $100 plus tax
Projected Total Annual Student Savings	GSU: $36,000 (plus tax) CSU: $11,400 (plus tax) Total: $47,400
Creation and Hosting Platforms Used	N/A

NARRATIVE

1.1 PROJECT GOALS

We will transform Criminology at our respective institutions, Georgia State University (GSU) and Clayton State University (CSU), from a traditional textbook to no-cost materials. Criminology is a viable course to transform because, one, it is a required class for criminal justice majors at our institutions, and, moreover, part of the criminal justice curriculums at schools such as Georgia Southern University, University of North Georgia, Kennesaw State University, University of Georgia, and University of West Georgia, to name a few. There are two major goals of this transformation.

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1.2   STATEMENT OF TRANSFORMATION

At present, there is no available "Criminology" OER textbook. Thus, for this transformation we will compile no-cost source materials to use in place of a traditional textbook. Before describing this process, it may be worth specifying for non-criminologists that in our field, "Criminology" as a course is synonymous with "Criminological Theory"; and, the goal of these courses is to convey and critically analyze our field's most influential theories.

For our transformation, first we will conduct a content analysis of Criminology textbooks to determine what content is most often covered in such books and in what order. Given our training and expertise, of course, we already have a strong sense of the content that will be covered. This is because certain disciplines (e.g., biology, sociology, psychology, economics, etc.) and foundational theories nested within them are always covered in such books. However, these books vary in which of the less foundational theories they include. Thus, the content analysis will be geared toward identifying which of these theories receive the most coverage across textbooks. 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. These materials will constitute the new course "text".

Above is our transformation in a nutshell, but some background on the process leading to this proposal may be useful to reviewers. For the past few years, we debated whether we could do a no-cost Criminology course. We had gathered no-cost materials for Research Methods and Introduction to Criminal Justice, but it was unclear to us how we could do the same for Criminology. In part, this is because there is not, to our knowledge, an available no-cost textbook (see, e.g., https://openstax.org/subjects/social-sciences). Given that, the pressing problem we faced was how to incorporate the "classics" into our course. Though the contemporary versions are accessible for free via Galileo (e.g., they are published in journals on JSTOR), the classics tend to be in book form and thus under more stringent copyright protections – or so we thought.

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Regarding students, the transformation will save them a large amount of money. This is important for our students, especially given that a large percent of them are from relatively low-income backgrounds. As explained above, high textbook costs lead students to go weeks or longer without the required reading material, as they cannot afford the cost from the semester's beginning. By providing a no-cost text, we expect students to have better learning outcomes because there will not be a monetary justification to go without the reading material. Learning outcomes may also be improved by lowering the monetary stress in their life outside of school. To pay for a $100 textbook, for example, requires about 20 hours of work in a minimum wage position. A no-cost textbook option, then, should free up time to study – instead of working to afford to study – thereby further 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 that may conflict with working hours or family responsibilities.

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finding and compiling new (no-cost) source materials as well as by creating associated learning materials (e.g., PowerPoints, educational videos). Further, the transformation will allow us to tailor the new course to meet the needs of students, which should improve course success.

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In addition to what was mentioned above, the transformation will have the following impacts. The transformation will impact almost 500 students across six sections of Criminology: 360 students across three sections at GSU, and 114 students across three sections at CSU. The transformation will be implemented in Fall 2017 (one section per university), continue in Spring 2018 (one section per university), and – as only relates to this grant – the last semester of delivery will be Summer 2018 (one section per university). Assuming the course proves successful (measures of which are below), we intend for the transformation to have a long-term impact by being implemented long after the grant period in future sections of Criminology. Also, we will share our text with other instructors at GSU and CSU who instruct the course years down the road.

1.3   TRANSFORMATION ACTION PLAN

- The first step in our transformation plan will be to identify and review Criminology textbooks on the market. To do so, we will search Amazon and Google. Also, we will examine the textbooks currently being used in Criminology courses at CSU and GSU, should they be different from our Amazon and Google search outcome. Next, we will analyze these textbooks' table of contents to identify the 1) theories covered within them and 2) the order in which they are covered. Our findings will be used to decide what theories to cover in the course and in what order.

- Once we complete the above, the second step will be curating "classic" and more "contemporary" readings that address the course's needs. These readings will consist of excerpts from books no longer under copyright protection due to their age; excerpts that will qualify as fair use per USG guidelines; or articles found on Galileo. For more details about this process, please refer back to our description of the transformation found in Section 1.2. 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.

- On D2L for our respective courses, students will be guided to the readings. For books no longer under copyright protection, students will be directed to an external link that contains the reading material, such as www.archive.org. For articles, students will be instructed on how to find the reading material using Galileo. For books still under copyright protection, we will upload an excerpt (that complies with USG's "fair use" guidelines) directly to D2L. Again, and to be clear, all selected materials will comply with the USG's copyright policy. Should there be any uncertainty about the fair use of a particular reading, we will consult copyright experts (e.g., GSU's Gwen Spratt) about how to proceed.

- Once the text has been identified, we will determine how best to deliver it and integrate it with other course activities. Also, we will invite further/new insights and improvements to the course by consulting with GSU's Center for Instructional Innovation and CSU's Center for Instructional Development.

- We will make our course materials publicly available in the form of a LibGuide posted on GSU's and CSU's websites. A LibGuide is a set of webpages that directs users to resources on a particular research topic or course subject. LibGuides are typically prepared by librarians and appear on universities' library webpages.

1.4   QUANTITATIVE AND QUALITATIVE MEASURES

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

- The number and percentage of students who drop, fail, and withdraw from the course
- Final grade distributions (mean, median, mode)
- Students' teacher evaluations (both quantitative and qualitative data)
- Test/Quiz/Assignment scores to 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.

In addition to the above measures, we intend to assess students' perceptions of the course's no-cost materials by anonymously surveying students. Please find a working draft of the survey instrument in the Attachments. The instrument will collect both quantitative and qualitative data. Pertaining to the former, students will be asked to indicate the extent to which they agree with the following statements that gauge the need for no-cost course materials: "Textbooks are too expensive"; "I have a small budget for books"; and "Course content should be free." Additional quantitative questions ask whether they prefer a Digital Textbook (=1) or Traditional Textbook (=0), and if they think they would have learned more using a traditional textbook (yes=1, no=0). To obtain qualitative data, students will be asked the following open-ended questions:

- What did you like about the digital course readings?
- What did you dislike about the digital course readings?
- Is there any way you wanted to use the course readings but couldn't because they are digital?

Quantitative data will be analyzed using SPSS, whereas the qualitative data will be coded for emergent themes.

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

1.5   TIMELINE

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

- May 22, 2017: Notification of Award
- June 5, 2017: Required Kick-Off Meeting
- June 2017: Compile Criminology textbooks and Conduct content analysis of textbooks, focusing on topic coverage and order in which topics are covered. Based on findings of content analysis, decide for redesigned course which topics to cover and in what order; identify, review, and select new reading materials; curate and develop non-reading materials (e.g., overview PowerPoints and oral history videos); upload materials to D2L; and, finally, consult with GSU's Center for Instructional Innovation and CSU's Center for Instructional Development to optimize organization of materials on D2L, consider incorporation of other non-reading materials, and develop/integrate them as appropriate.
- July 2017: Create and finalize course syllabus; create test questions measuring course learning outcomes, which will cover both reading material and video material
- August 2017: Implement the new Criminology course; collect "beginning" data to be later used in assessment
- December 2017: Collect and analyze data outlined in section 1.4; submit final report; create and publish LIBGUIDES

1.6   BUDGET

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

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

Total   **$10,800**

1.7   SUSTAINABILITY PLAN

As individual instructors, we will offer this no-cost-to-student option in future course sections of Criminology. Furthermore, we will encourage other instructors teaching this course to adopt our course design, and share our course materials with them. 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://www.archive.org
https://www.asc41.com/videos/Oral_History.html
http://www2.ed.gov/finaid/prof/resources/data/pell-institution.html
http://www.collegefactual.com/colleges/clayton-state-university/academic-life/graduation-and-retention/