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Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Thirteen (Spring 2019-Spring 2020)
Category:	University System of Georgia
Award Cycle:	Round 13
Submission Deadline:	01/14/2019 at 11:59 PM

Application Information

Submitted By:	Daniel Farr
Application ID:	2891
Application Title:	431
Date Submitted:	01/15/2019 at 7:37 AM

Personal Details

Institution Name(s):	Kennesaw State University
Applicant First Name:	Daniel
Applicant Last Name:	Farr
Applicant Email Address:	dfarr4@kennesaw.edu
Applicant Phone Number:	470-578-7970
Primary Appointment Title:	Senior Lecturer of Sociology
Submitter First Name:	Daniel
Submitter Last Name:	Farr
Submitter Email Address:	dfarr4@kennesaw.edu
Submitter Phone Number:	470-578-7970
Submitter Title:	Senior Lecturer of Sociology

Application Details

Proposal Title

431

Final Semester of Project

Spring 2020

Requested Amount of Funding

\$15,800

Type of Grant

Scaling Up OER

Course Title(s)

Foundations of Criminal Justice (Intro. to Criminal Justice)

Course Number(s)

CRJU1101

Team Member 1 Name

Daniel Farr

Team Member 1 Email

dfarr4@kennesaw.edu

Team Member 2 Name

Angela Nava

Team Member 2 Email

anava1@kennesaw.edu

Team Member 3 Name

Leann N. Cabage

Team Member 3 Email

lcabage@kennesaw.edu

Team Member 4 Name

Team Member 4 Email

Additional Team Members (Name and email address for each)

Sponsor Name

Dawn M. Bauanach

Sponsor Title

Professor & Chair

Sponsor Department

Sociology & Criminal Justice

Original Required Commercial Materials (title, author, price)

Cabage Required: Payne (2019). Introduction to Criminal Justice (2nd ed). Sage

Bookstore Price: \$120

Nava Previously Required: Siegel, L. J. & Worrall, J. L. (2017). Essentials of Criminal Justice (10th ed.). Boston, MA: Cengage Learning.

Publisher list: \$189.95

Average Number of Students per Course Section Affected by Project in One Academic Year

40-90

Average Number of Sections Affected by Project in One Academic Year

10

Total Number of Students Affected by Project in One Academic Year

600

Average Number of Students Affected per Summer Semester

50 (if taught)

Average Number of Students Affected per Fall Semester

320

Average Number of Students Affected per Spring Semester

280

Original Total Cost per Student

\$120/\$189.95

Post-Project Cost per Student

\$0

Post-Project Savings per Student

\$120/\$189.95

Projected Total Annual Student Savings per Academic Year

New adoption w/ Cabage: \$37,920 annually; Continuation w/ Nava: \$54,135.75 annually; Total: \$92,055.75

Using OpenStax Textbook?

No

Project Goals

The proposed large-scale project incorporates two overarching goals: (1) expand the adoption of no-cost instructional materials to impact a larger number (600+) of students taking CRJU 1101: Introduction to Criminal Justice annually and (2) explore and adopt additional no-cost options to improve student learning outcomes. This large-scale adoption will take place at Kennesaw State University, Department of Sociology and Criminal Justice, but this course is also taught across many University System of Georgia institutions.

To achieve the goals of this project, we will engage the following transformations:

- Informed by a prior transformation of CRJU1101 by a single instructor (Nava), with overall neutral-negative outcomes, further research about available OER resources will occur.
- With instructional design support from Farr, Nava will adopt a modified, if not entirely new, no-cost transformation in her CRJU1101 courses (face-to-face and online), Fall 2019. Simultaneously, Cabage will adopt the prior no-cost transformation (Round 10 ALG transformation) in Fall 2019. The adoptions will occur in face-to-face, online, and hybrid courses of both Cabage and Nava, who teach the majority of CRJU1001 sections offered.
- Using these two transformations, comparisons of outcomes and student surveys will allow for the team to determine the strongest instructional format for adoption in Spring 2020. This large-scale adoption, allows for more substantial analyses of effective instructional content, activities, and assessments across a larger student population.
- This supports the ability to assess student learning outcomes across multiple semesters, instructors, and across two different no-cost adoption formats Data from Nava's Spring 2018 (pre-ALG), Nava Fall 2018 (no cost #1), Nava Spring 2019 (2nd semester no-cost #1), Nava Fall 2019 (no-cost #2)/Cabage no-cost #1), Cabage & Nave Spring 2020 (final no-cost version "3"?).
- Dissemination of learning outcomes and determination of most effective instructional materials/format.
- Encourage the adoption of substantive and applied resources in additional CRJU1101 courses taught by other instructors – especially part-time online instructors who are typically provided an online course template by the department.
- The adoption of new/alternate no-cost learning formats will also make the adoption of no-cost instructional materials by KSU faculty more appealing as they will have readily available course content options from which to choose.

Student savings goals can be discussed in several manners. Firstly, the adoption of no-cost resources by Cabage will result in student savings of a total of ~\$37,900 annually. Second to this, while Nava had previously made a no-cost adoption, which results in annual student savings of ~\$54,135. While her recent transition to no-cost is currently in place, there was consideration of whether to return to her prior textbook, which appeared to have stronger student reaction. It is hoped that with further transformative efforts, likely through the adoption of a largely new no-cost option, that these savings can continue. This continuation results in the annual savings of over \$90,000 between these two faculty alone. With approximately 3 additional CRJU1101 courses offered by other faculty, this would result in additional savings, if a no-cost adoption should occur, that will result in a total departmental student savings of over \$100,000 annually.

Statement of Transformation

This transformation is focused upon the large-scale adoption of no-cost instructional materials across numerous CRJU1101: Introduction to Criminal Justice classes in 2019-2020, impacting approximately 900 students. Centrally, this transformation will impact the courses taught by Dr. Angela Nava and Prof. LeAnn N. Cabage, both lecturers of Criminal Justice. As lecturers, they are the primary instructors of our introductory course (typically teaching ~65% of all CRJU1101 students during the academic year) and are particularly noted for their instructional passion and pedagogical innovation. Among the formats of classroom to be impacted across this transformation are traditional face-to-face classes, many with large enrollments (60-90), online courses (often of 50-60), and hybrid classes (variable sizes, but often also 50-60). It is expected that in 2019-20, these two lecturers are likely to teach approximately 10 sections of CRJU1101, enrolling approximately 600 students.

Previously, Nava, with the instructional support of Farr, individually adopted a no-cost transformation of CRJU1101 (Fall 2018) ("OER 1"). This transformation resulted in neutral/negative learning outcomes among students. While the transformation was successful in saving students money (\$189.95 per students), the overall course grade outcomes were lower (4-5 points lower on average), but similar numbers of students passed the course. However, there was a higher attrition rate, with a fair number of students ceasing work during the semester – although it is impossible to fully know the reasoning, it was hypothesized that this was in part a result of a Fall semester adoption, when the course is enrolling a significant number of first-semester college students, among whom many falter in their first semester as they struggle to balance their academic freedom and life obligations.

Nava is currently (Spring 19) implementing a second semester of no-cost adoption based on this course structure/materials, which will help further clarify the learning outcomes. However, to more fully address some of the shortcomings of the instructional resources, as determined by Nava during instruction. This transformation seeks to explore additional no-cost options, potentially resulting in an entirely new no-cost format. The adoption of updated/new course materials ("OER 2") by Nava (Fall 19)—different learning resources with the same instructor (teaching style) will allow for more effective comparisons of student learning outcomes.

Simultaneously, Cabage will adopt the "OER 1" format of the course in Fall 2019. This adoption will support two major comparisons: (1) the different of outcomes for "OER 1" based on instructor and (2) the comparison of "OER 2" and "OER 1" within the same semester. These outcomes will allow the team to determine the most effective course materials for adoption. Subsequently, in Spring 2020, all courses will be taught by Cabage and Nava, using the best option for the final adoption and assessment. It should be noted, that in each of the above mentioned semesters both Nava and Cabage will teach face-to-face and online courses. It is possible that there may also be hybrid courses in the mix.

Once adoption and assessments have occurred, outcomes will be shared with Criminal Justice faculty of KSU. Each OER format (1 & 2) will be made available to other instructors of CRJU1101.

The stakeholders in this transformation initially include students enrolled in CRJU1101 and the instructors of CRJU1101 at KSU. The students will have (1) greater access to course instructional resources (2) will be more likely to read, view, and complete course work, (3) higher success rates in the course, and (4) greater satisfaction with the course. This transformation benefits these students by reducing student learning costs, making this course more accessible (as an entrée course to the CRJU major and also as a general education course) to students, and thusly increasing retention rates and efficient progress towards graduation.

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 B.S. program, including a minor option, remains a vested stakeholders in this process. Additionally, in 2018 our program began offering a fully online Criminal Justice B.S. degree option. Having a newly improved 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 expand the offering of two no-cost 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.

This grant will support a large-scale adoption/transformation of this course, for both face-to-face offerings and through the revision of course content and offerings of a new course template for online instruction. The use of a new online CRJU1101 will impact the CJ online major and 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. 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

As described in the statement of transformation, this transformation will both build upon prior no-cost adoption with further improvements, while simultaneously expanding the adoption of no-cost materials towards a large-scale implementation.

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.

Informed by this process, we had previously adopted McKee, A. J. (2016). *Criminal Justice: An Overview of the System*. St. Petersburg, FL: Booklocker.com in Fall 2018 (continued use in Spring 2019 by Dr. Nava) From this we had rearranged content toward an instructor content order preference. This text, while appropriate in content, was also extremely detailed and did not include much for graphs/visuals – which students reported finding less engaging and too dense. We will be seeking out additional/alternate OER materials for adoption. As a team, we will work to develop a more balanced scope of content that will have more engagement and appeal for students, hopefully leading to further improved student outcomes.

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 and Cabage specialize in Criminal Justice and have taught this course numerous times. They will be particularly focused on the content and instructional scope/administration. Farr, who has previously completed an ALG grant for two sociology courses, will particularly focus effort on the design and creation of the online course format incorporating the content as dictated by instructors needs. Essentially, Nava and Cabage will serve as both subject matter experts and instructors of record and Farr as instructional designer for online (and the content links for face-to-face d2l layouts). The overall workload will be divided in the development of these courses. Nava and Cabage 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, will also be available to other online instructors as a template course for their implementation.

Throughout the process, Farr will also serve in an assessment role to determine the most effective course content/structure (based on student outcomes and surveys). Once the final comparisons of the two OER based courses are completed and the final (“OER 3”) version of the course implemented. The total assessments across the process will be shared with other Criminal Justice faculty to hopefully encourage further adoption of the course content and expand the implementation.

Based on the number of courses and seats of CRJU1101, when contrasting the prices and enrollments of the various instructors (including Nava’s prior textbook, \$189.95: McKee, A. J. (2016). *Criminal Justice: An Overview of the System*. St. Petersburg, FL: Booklocker.com.), if all instructors and sections should adopt a no-cost alternative, this will result in over \$100,000 in annual savings among KSU Soci1101 students.

Quantitative & Qualitative Measures

We will evaluate the textbook transformation's effectiveness on several measures, including: (1) students' textbook use rates; (2) students' success rates; (3) course retention rates; and (4) students' reported satisfaction. To do so, we will likely 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.

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, data for both Nava and Cabage's CRJU1101 courses (prior to no-cost adoption) will be compared with comparable semesters, post adoption of no-cost. This will help us to understand the numbers within similar contexts (versus contrasting the students of a Fall semester, with a high number of new to college students with students of a spring semester when many are in their second or later semester of college). We will compare statistics for face-to-face and online with same mode of instruction, but will also contrast these formats.

Quantitative measures of student success:

Using pre-OER adoption measures (for both Nava and Cabage) as pre-test, comparisons will be made with student outcomes after the adoption of no-cost materials. For Nava, comparisons will be made between pre-OER(Nava textbook; 2 semesters), OER1(Nava outcomes; 2 semesters) and OER2 (1 semester) to determine the most effective structure. For Cabage comparisons will be made with pre-OER(Cabage textbook; 2 semesters) and OER1(Cabage outcomes; 1 semester) and with Nava (OER 1 & 2 outcomes). These data will provide insight into overall student outcomes, based on materials (not just instructional variation).

Among the measures to be included will be student completion rates of course assessments (for example, the percentage of students who participate in all quizzes, exams, etc.) and also comparing grade outcomes on large weight assessments (such as exams and papers).

Course Retention:

Statistics on the DFWI rates will be assessed across the total of 6 semesters of this total project. While D's are passing and serve to meet general education needs at our institution, they are problematic for student overall GPA outcomes and we hope to reduce this category along with those who fail or withdraw from the course.

Student Satisfaction: (Quantitative)

Surveys will be administered to enrolled students in Fall 2019 and Spring 2020 at midsemester and end-of-semester to assess student satisfaction with the no-cost course materials. Within the survey, likert-type scale questions will be employed (with categories such as: strongly agree, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, strongly disagree) [the terms will be modified to meet the needs of the specific question, but will be consistent on this 7 category spread].

A brief sampling of questions expected to be used will include questions/statements such as:

- "I found <> easy to understand."
- "I found <> applicable to this course."
- "I found <> useful in helping me prepare for course assessments (such as quizzes and exams)."
- "I found <> easy to understand."
- "I would recommend the use of <> to other students."
- "It was helpful for me to have access to no-cost course materials."

- "The use of this <> has helped me save money."
- "Using <> has helped me be successful in this course."
- Additional questions would query frequency of use or similar.

Qualitative assessment: This will be accomplished with the use of students' course evaluations and open-ended question options such as:

- What are three words or phrases you would use to describe <>?
- What did you think about using <>?
- Do you have recommendations on how to improve the instructional materials?
- Any additional comments or feedback?

Timeline

Spring 2019:

January 31, 2019: Notification of Grant Receipt

February 25, 2019: Attend Kick-off Meeting

February – May 2019:

- Nava continue instruction of “OER #1” (online, face-to-face, and hybrid course formats)
- Assess Nava grade outcomes; compare to Fall 2018 (no cost) and prior semesters
- Review additional textbook/resource options and explore additional supplementary resources (Farr, Nava, and Cabage)
- Review online teaching literature for new ideas, innovations, and resources.
- Based on material review, select specific no-cost text/material for course redesign (“OER 2”)
- Cabage read/orient to “OER 1” course materials and plan transformation of her courses to this format.

Summer 2019:

- (Farr & Nava) Establish basic course outline, format, and structure for “OER 2”
- 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 2019 semester.
- Cabage (with Farr support) adopt and “OER 1” in preparation for Fall 2019

Fall 2019:

- Nava will implement use of “OER 2” across courses.
- Cabage will implement use of “OER 1” across courses
- Farr will create and implement student surveys at mid-semester and end-of-semester

December 2019: First semester of Large-scale adoption

- Farr will assess the learning outcomes for Nava and Cabage, comparing the learning outcomes of the two OER's with the prior outcomes for Nava and Cabage (who used different texts prior to OER adoption)
- Farr/Nava/Cabage – discuss learning outcome and determine best choice OER for Spring 2020 adoption across all sections of CRJU1101 (consider hybrid of both OER's if appropriate)

Spring 2020: Second semester of large-scale adoption

- Nava and Cabage adopt new OER across all sections
- (Alternately, if there is question of learning outcome effectiveness, continuation of different OERs for further data and analysis; possible development/implementation of a hybrid OER3)

May 2020: Farr assessment of learning outcomes of second semester large-scale adoption

- Reporting of learning outcomes to ALG
- Dissemination of learning outcomes to CRJU faculty at KSU As there will be no faculty meeting post-assessment, program discussion of the transformation outcomes will occur in Fall 2020 program meeting

Budget

The requested total budget is \$15,800 (\$5,000 x 3 team members + \$800 for overall project expenses and travel).

- Summer salary or professional development compensation for Daniel Farr (instructional designer) = \$5,000
- Summer salary or professional development compensation for Angela Nava = \$5,000
- Summer salary or professional development compensation for LeAnn N. Cabage = \$5,000
- Overall project expenses and travel costs = \$800

Sustainability Plan

As lecturers, Nava and Cabage will be expected to offer this course on a regular basis in the future. They are expected to regularly teach face-to-face and online, with CRJU1101 as a regular offering therein. As indicated earlier in application, they typically offers 3-4 online sections of this course and 4-5 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 (up to 60), 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.

Both Nava and Cabage will offer this no-cost-to-students course in future sections of CRJU1101. This course will additionally be shared with other CRJU faculty (both full-time and part-time) for potential adoption.

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.

Acknowledgment

Grant Acceptance

[Acknowledged] I understand and acknowledge that acceptance of Affordable Learning Georgia grant funding constitutes a commitment to comply with the required activities listed in the RFP and that my submitted proposal will serve as the statement of work that must be completed by my project team. I further understand and acknowledge that failure to complete the deliverables in the statement of work may result in termination of the agreement and funding.


KENNESAW
STATE UNIVERSITY
College of Humanities
and Social Sciences
Department of Sociology
and Criminal Justice

January 14, 2019

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, Dr. Angela Nava, and Ms. LeAnn N. Cabage. The grant proposal seeks to implement a large-scale adoption of no-cost course instructional materials for CRJU1101: Introduction to Criminal Justice. This course is the main introductory course to Criminal Justice major and serves as a general education course. Each semester the department offers numerous sections of the course, including many online, enrolling approximately 900 students between Fall 2018 and Spring 2019. The current textbook used by Professor Cabage costs \$120. Savings from a no-cost adoption by Cabage alone would equate to over \$35,000 annually.

My support for this large-scale adoption in Nava's and Cabage's classrooms is founded in the fact these lecturers teach a majority of the CRJU1101 classes. I further am supportive of this adoption based on the recent adoption of Nava's no-cost transformation in Fall 2018. Based on their assessment Farr and Nava found the transformation's impact neutral, but with some possibly negative interpretations. It is my hope that with further efforts to improve the no-cost materials and the additional input of another collaborator, this transformation can lead to more clearly positive outcomes, beyond the student savings. It is also hoped that with further adoption this transformation can continue to improve student success rates, degree completion rates, and expanded savings – if all CRJU1101 courses were to adopt and continue to use this format, it could help save students over \$100,000 annually.

Drs. Nava and Farr and Ms. Cabage are superbly qualified to work on this project. They are eminent and experienced scholars and instructors. They are highly active in our online curriculum and have received high quality and extensive training in online design. Nava and Farr are also experienced with this sort of transformation, having recently completed an initial adoption of no-cost materials to CRJU1101: Introduction to Criminal Justice in Fall 2018, with the support of ALG. Dr. Farr has also participated in two other ALG grants in recent years. I can think of none better to take on this important task of continued improved and expanded adoption of this no-cost format for CRJU1101. In summary, I fully support this proposal and strongly encourage the committee to fund it.

Sincerely,



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



College of Humanities
and Social Sciences
Office of Distance Education

January 14, 2019

Dear Members of the Proposal Review Committee:

I am writing to support a Large-Scale Transformation and Scaling up OER of CRJU1101: Introduction to Criminal Justice. This transformation would include Dr. Daniel Farr, Dr. Angela Nava, and Ms. LeAnn N. Cabage, Lecturers in the Sociology and Criminal Justice (SCJ) department. This course is an important part of the new online Criminal Justice, B.S. program and is the KSU student population at large as a general education course. Expanding the adoption of no-cost instructional resources to this course will have a large impact for a varied pool of KSU students, not just those who major or minor in Criminal Justice, thereby speeding up graduation time for students across the university while reducing student debt load.

In Fall 2018, Farr and Nava completed an initial adoption of a no-cost instructional platform for Nava's face-to-face and online CRJU1101 course. The overall outcomes of this effort were neutral in many respects, though there were clearly aspects that would benefit from further improvement. During this transformation and scaling up grant, Nava and Farr will focus on expanding and developing additional instructional content and support materials to further improve student success in this course. Prof. Cabage will also be adopting the current no-cost format. During the year-long transformation, comparisons of different no-cost resources and student outcomes by instructor will help determine the most effective texts for continuation and wide-spread adoption. This large-scale adoption /transformation is expected to impact over 600 students in Fall 19/Spring 20 and provide an additional savings of \$35,380 among Cabage's courses alone (\$120 per student). Of particularly note and relevant to my personal support to this effort is the inclusion of a transformation of the online course sections. Between Nava and Cabage, they typically offer 4-5 online sections of CRJU1101, supporting one of the newest fully-online option Bachelor degree programs in our college.

At Kennesaw State University, faculty in the Sociology and Criminal Justice Department share their online courses with their colleagues. Based on this, it is highly likely that this course material would be adopted by other instructors, especially the Part-time (adjunct) faculty. In a typically year, a few sections of this course are taught by professionals from Policing, who almost certainly would incorporate the use of this no-cost transformation.

Between Farr and Nava, they have been involved in three prior Affordable Learning Georgia no-cost course transformation projects. Particularly relevant to this activity is their initial transformation of CRJ1101 in Fall 2018, which resulted in overall neutral outcomes. All three participants in this grant were particularly hired to KSU to provide significant support to the SCJ online programs and are among the most accomplished and highly trained in online pedagogy within their department, making them ideal candidates for this transformation grant. They understand an important part of facilitating wider adoption of this no-cost format is creating robust and valuable support materials –quizzes in the LMS to go along with the textbook, easily replicable assignments with grading rubrics, and Powerpoints that bridge the gap between the course goals and course readings, while maintaining an accessible learning environment for our diverse student body.

Sincerely,

A handwritten signature in blue ink that reads "Stephen Bartlett".

Stephen Bartlett

Director of Distance Education, College of Humanities and Social Sciences
Kennesaw State University

Social Science • Rm. 5008 • MD 2201 • 402 Bartow Avenue NW • Kennesaw, GA 30144

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Textbook Transformation Grants, Round Thirteen (Spring 2019 –Spring 2020) Proposal Form and Narrative

Notes

- The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.
- The only way to submit the official proposal is through the online form in Georgia Tech's InfoReady Review. The link to the online application is on the [Round 13 RFP Page](#).
- The italic text we provide is meant for clarifications and can be deleted.

Applicant, Team, and Sponsor Information

The **applicant** is the proposed Project Lead for the grant project. The **submitter** is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant – if so, leave the submitter fields blank.

Institution(s)	Kennesaw State University
Applicant Name	Daniel Farr
Applicant Email	Dfarr4@kennesaw.edu
Applicant Phone #	470-578-7970
Applicant Position/Title	Senior Lecturer of Sociology
Submitter Name	Daniel Farr
Submitter Email	Dfarr4@kennesaw.edu
Submitter Phone #	470-578-7970
Submitter Position	Senior Lecturer of Sociology

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

	Name	Email Address
Team Member 1	Daniel Farr (Project Lead; Instructional Designer)	Dfarr4@kennesaw.edu
Team Member 2	Angela Nava	Anava1@kennesaw.edu
Team Member 3	LeAnn N. Cabage	lcabage@kennesaw.edu
Team Member 4		
Team Member 5		
Team Member 6		
Team Member 7		
Team Member 8		

If you have any more team members to add, please enter their names and email addresses in the text box below.

Please provide the sponsor's name, title, department, and institution. The sponsor is the provider of your Letter of Support.

Dawn M. Baunach, Chair, Department of Sociology and Criminal Justice, Kennesaw State University
 Stephen Bartlett, Director of Distance Education, College of Humanities and Social Sciences, Kennesaw State University

Project Information and Impact Data

Title of Grant Project	
Type of Grant	<i>"No-or-Low-Cost-to-Students Learning Materials," "Specific Core Curriculum Courses," "Scaling Up OER," or "Gateways to Completion."</i>
Requested Amount of Funding	Large Scale Adoption of No-Cost Introduction to Criminal Justice: Online and Face-to-face Classrooms
Course Names and Course Numbers	Foundations of Criminal Justice: CRJU1101 (also known as Introduction to Criminal Justice)
Final Semester of Project	<i>Spring 2020</i>
Average Number of Students Per Course Section Affected by Project	40-90
Average Number of Sections Affected by Project in One Academic Year	10
Total Number of Students Affected by Project in One Academic Year	600
Average Number of Students Affected per Summer Semester	<i>50 (if taught)</i>
Average Number of Students Affected per Fall Semester	320
Average Number of Students Affected per Spring Semester	280
Title/Author of Original Required Materials	<i>Cabbage Required:</i> Payne (2019). <i>Introduction to Criminal Justice (2nd ed)</i> . Sage Bookstore Price: \$120

	<i>Nava Previously 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
Original Total Cost Per Student	\$120/\$189.95
Post-Project Cost Per Student	\$0
Post-Project Savings Per Student	\$120/\$189.95
Projected Total Annual Student Savings Per Academic Year	New adoption w/ Cabage: \$37,920 annually; Continuation w/ Nava: \$54,135.75 annually; Total: \$92,055.75
Using OpenStax Textbook?	no

Narrative Section

1. Project Goals

The proposed large-scale project incorporates two overarching goals: (1) expand the adoption of no-cost instructional materials to impact a larger number (600+) of students taking CRJU 1101: Introduction to Criminal Justice annually and (2) explore and adopt additional no-cost options to improve student learning outcomes. This large-scale adoption will take place at Kennesaw State University, Department of Sociology and Criminal Justice, but this course is also taught across many University System of Georgia institutions.

To achieve the goals of this project, we will engage the following transformations:

- Informed by a prior transformation of CRJU1101 by a single instructor (Nava), with overall neutral-negative outcomes, further research about available OER resources will occur.
- With instructional design support from Farr, Nava will adopt a modified, if not entirely new, no-cost transformation in her CRJU1101 courses (face-to-face and online), Fall 2019. Simultaneously, Cabage will adopt the prior no-cost transformation (Round 10 ALG transformation) in Fall 2019. The adoptions will occur in face-to-face, online, and hybrid courses of both Cabage and Nava, who teach the majority of CRJU1001 sections offered.

- Using these two transformations, comparisons of outcomes and student surveys will allow for the team to determine the strongest instructional format for adoption in Spring 2020. This large-scale adoption, allows for more substantial analyses of effective instructional content, activities, and assessments across a larger student population.
- This supports the ability to assess student learning outcomes across multiple semesters, instructors, and across two different no-cost adoption formats
 - Data from Nava's Spring 2018 (pre-ALG), Nava Fall 2018 (no cost #1), Nava Spring 2019 (2nd semester no-cost #1), Nava Fall 2019 (no-cost #2)/Cabage no-cost #1), Cabage & Nave Spring 2020 (final no-cost version "3"?).
- Dissemination of learning outcomes and determination of most effective instructional materials/format.
- Encourage the adoption of substantive and applied resources in additional CRJU1101 courses taught by other instructors – especially part-time online instructors who are typically provided an online course template by the department.
- The adoption of new/alternate no-cost learning formats will also make the adoption of no-cost instructional materials by KSU faculty more appealing as they will have readily available course content *options* from which to choose.

Student savings goals can be discussed in several manners. Firstly, the adoption of no-cost resources by Cabage will result in student savings of a total of ~\$37,900 annually. Second to this, while Nava had previously made a no-cost adoption, which results in annual student savings of ~\$54,135. While her recent transition to no-cost is currently in place, there was consideration of whether to return to her prior textbook, which appeared to have stronger student reaction. It is hoped that with further transformative efforts, likely through the adoption of a largely new no-cost option, that these savings can continue. This continuation results in the annual savings of over \$90,000 between these two faculty alone. With approximately 3 additional CRJU1101 courses offered by other faculty, this would result in additional savings, if a no-cost adoption should occur, that will result in a total departmental student savings of over \$100,000 annually.

2. Statement of Transformation

This transformation is focused upon the large-scale adoption of no-cost instructional materials across numerous CRJU1101: Introduction to Criminal Justice classes in 2019-2020, impacting approximately 900 students. Centrally, this transformation will impact the courses taught by Dr. Angela Nava and Prof. LeAnn N. Cabage, both lecturers of Criminal Justice. As lecturers, they are the primary instructors of our introductory course (typically teaching ~65% of all CRJU1101 students during the academic year) and are particularly noted for their instructional passion and pedagogical innovation. Among the formats of classroom to be impacted across this transformation are traditional face-to-face classes, many with large enrollments (60-90), online courses (often of 50-60), and hybrid classes (variable sizes, but often also 50-60). It is expected

that in 2019-20, these two lecturers are likely to teach approximately 10 sections of CRJU1101, enrolling approximately 600 students.

Previously, Nava, with the instructional support of Farr, individually adopted a no-cost transformation of CRJU1101 (Fall 2018) (“OER 1”). This transformation resulted in neutral/negative learning outcomes among students. While the transformation was successful in saving students money (\$189.95 per students), the overall course grade outcomes were lower (4-5 points lower on average), but similar numbers of students passed the course. However, there was a higher attrition rate, with a fair number of students ceasing work during the semester – although it is impossible to fully know the reasoning, it was hypothesized that this was in part a result of a Fall semester adoption, when the course is enrolling a significant number of first-semester college students, among whom many falter in their first semester as they struggle to balance their academic freedom and life obligations.

Nava is currently (Spring 19) implementing a second semester of no-cost adoption based on this course structure/materials, which will help further clarify the learning outcomes. However, to more fully address some of the shortcomings of the instructional resources, as determined by Nava during instruction. This transformation seeks to explore additional no-cost options, potentially resulting in an entirely new no-cost format. The adoption of updated/new course materials (“OER 2”) by Nava (Fall 19)—different learning resources with the same instructor (teaching style) will allow for more effective comparisons of student learning outcomes.

Simultaneously, Cabage will adopt the “OER 1” format of the course in Fall 2019. This adoption will support two major comparisons: (1) the different of outcomes for “OER 1” based on instructor and (2) the comparison of “OER 2” and “OER 1” within the same semester. These outcomes will allow the team to determine the most effective course materials for adoption. Subsequently, in Spring 2020, all courses will be taught by Cabage and Nava, using the best option for the final adoption and assessment. It should be noted, that in each of the above mentioned semesters both Nava and Cabage will teach face-to-face and online courses. It is possible that there may also be hybrid courses in the mix.

Once adoption and assessments have occurred, outcomes will be shared with Criminal Justice faculty of KSU. Each OER format (1 & 2) will be made available to other instructors of CRJU1101.

The stakeholders in this transformation initially include students enrolled in CRJU1101 and the instructors of CRJU1101 at KSU. The students will have (1) greater access to course instructional resources (2) will be more likely to read, view, and complete course work, (3) higher success rates in the course, and (4) greater satisfaction with the course. This transformation benefits these students by reducing student learning costs, making this course more accessible (as an

entrée course to the CRJU major and also as a general education course) to students, and thusly increasing retention rates and efficient progress towards graduation.

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 B.S. program, including a minor option, remains a vested stakeholders in this process. Additionally, in 2018 our program began offering a fully online Criminal Justice B.S. degree option. Having a newly improved 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 expand the offering of two no-cost 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.

This grant will support a large-scale adoption/transformation of this course, for both face-to-face offerings and through the revision of course content and offerings of a new course

template for online instruction. The use of a new online CRJU1101 will impact the CJ online major and 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. 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.

3. Transformation Action Plan

As described in the statement of transformation, this transformation will both build upon prior no-cost adoption with further improvements, while simultaneously expanding the adoption of no-cost materials towards a large-scale implementation.

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.

Informed by this process, we had previously adopted McKee, A. J. (2016). *Criminal Justice: An Overview of the System*. St. Petersburg, FL: Booklocker.com in Fall 2018 (continued use in Spring 2019 by Dr. Nava) From this we had rearranged content toward an instructor content order preference. This text, while appropriate in content, was also extremely detailed and did not include much for graphs/visuals – which students reported finding less engaging and too dense. We will be seeking out additional/alternate OER materials for adoption. As a team, we will work to develop a more balanced scope of content that will have more engagement and appeal for students, hopefully leading to further improved student outcomes.

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 and Cabage specialize in Criminal Justice and have taught this course numerous times. They will be particularly focused on the content and instructional scope/administration. Farr, who has previously completed an ALG grant for two sociology courses, will particularly focus effort on the design and creation of the online course format incorporating the content as dictated by instructors needs. Essentially, Nava and Cabage will serve as both subject matter experts and instructors of record and Farr as instructional designer for online (and the content links for face-to-face d2l layouts). The overall workload will be divided in the development of these courses. Nava and Cabage 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, will also be available to other online instructors as a template course for their implementation.

Throughout the process, Farr will also serve in an assessment role to determine the most effective course content/structure (based on student outcomes and surveys). Once the final comparisons of the two OER based courses are completed and the final (“OER 3”) version of the course implemented. The total assessments across the process will be shared with other Criminal Justice faculty to hopefully encourage further adoption of the course content and expand the implementation.

Based on the number of courses and seats of CRJU1101, when contrasting the prices and enrollments of the various instructors (including Nava’s prior textbook, \$189.95: McKee, A. J. (2016). *Criminal Justice: An Overview of the System*. St. Petersburg, FL: Booklocker.com.), if all instructors and sections should adopt a no-cost alternative, this will result in over \$100,000 in annual savings among KSU Soci1101 students.

4. Quantitative and Qualitative Measures

We will evaluate the textbook transformation’s effectiveness on several measures, including: (1) students’ textbook use rates; (2) students’ success rates; (3) course retention rates; and (4) students’ reported satisfaction. To do so, we will likely 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.

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, data for both Nava and Cabage's CRJU1101 courses (prior to no-cost adoption) will be compared with comparable semesters, post adoption of no-cost. This will help us to understand the numbers within similar contexts (versus contrasting the students of a Fall semester, with a high number of new to college students with students of a spring semester when many are in their second or later semester of college). We will compare statistics for face-to-face and online with same mode of instruction, but will also contrast these formats.

Quantitative measures of student success:

Using pre-OER adoption measures (for both Nava and Cabage) as pre-test, comparisons will be made with student outcomes after the adoption of no-cost materials. For Nava, comparisons will be made between pre-OER(Nava textbook; 2 semesters), OER1(Nava outcomes; 2 semesters) and OER2 (1 semester) to determine the most effective structure. For Cabage comparisons will be made with pre-OER(Cabage textbook; 2 semesters) and OER1(Cabage outcomes; 1 semester) and with Nava (OER 1 & 2 outcomes). These data will provide insight into overall student outcomes, based on materials (not just instructional variation).

Among the measures to be included will be student completion rates of course assessments (for example, the percentage of students who participate in all quizzes, exams, etc.) and also comparing grade outcomes on large weight assessments (such as exams and papers).

Course Retention:

Statistics on the DFWI rates will be assessed across the total of 6 semesters of this total project. While D's are passing and serve to meet general education needs at our institution, they are problematic for student overall GPA outcomes and we hope to reduce this category along with those who fail or withdraw from the course.

Student Satisfaction: (Quantitative)

Surveys will be administered to enrolled students in Fall 2019 and Spring 2020 at midsemester and end-of-semester to assess student satisfaction with the no-cost course materials. Within the survey, likert-type scale questions will be employed (with categories such as: strongly agree, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, strongly disagree) [the terms will be modified to meet the needs of the specific question, but will be consistent on this 7 category spread].

A brief sampling of questions expected to be used will include questions/statements such as:

- “I found <<no cost materials>> easy to understand.”
- “I found <<no cost materials>> applicable to this course.”
- “I found <<no cost materials>> useful in helping me prepare for course assessments (such as quizzes and exams).”
- “I found <<no cost materials>> easy to understand.”
- “I would recommend the use of <<no cost materials>> to other students.”
- “It was helpful for me to have access to no-cost course materials.”
- “The use of this <<no cost materials>> has helped me save money.”
- “Using <<no cost materials>> has helped me be successful in this course.”
- Additional questions would query frequency of use or similar.

Qualitative assessment: This will be accomplished with the use of students’ course evaluations and open-ended question options such as:

- What are three words or phrases you would use to describe <<no cost materials>>?
- What did you think about using <<no cost materials>>?
- Do you have recommendations on how to improve the instructional materials?
- Any additional comments or feedback?

5. Timeline

Spring 2019:

January 31, 2019: Notification of Grant Receipt

February 25, 2019: Attend Kick-off Meeting

February – May 2019:

- Nava continue instruction of “OER #1” (online, face-to-face, and hybrid course formats)
- Assess Nava grade outcomes; compare to Fall 2018 (no cost) and prior semesters
- Review additional textbook/resource options and explore additional supplementary resources (Farr, Nava, and Cabage)
- Review online teaching literature for new ideas, innovations, and resources.
- Based on material review, select specific no-cost text/material for course redesign (“OER 2”)
- Cabage read/orient to “OER 1” course materials and plan transformation of her courses to this format.

Summer 2019:

- (Farr & Nava) Establish basic course outline, format, and structure for “OER 2”
- 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 2019 semester.
- Cabage (with Farr support) adopt and “OER 1” in preparation for Fall 2019

Fall 2019:

- Nava will implement use of “OER 2” across courses.
- Cabage will implement use of “OER 1” across courses
- Farr will create and implement student surveys at mid-semester and end-of-semester

December 2019: First semester of Large-scale adoption

- Farr will assess the learning outcomes for Nava and Cabage, comparing the learning outcomes of the two OER’s with the prior outcomes for Nava and Cabage (who used different texts prior to OER adoption)
- Farr/Nava/Cabage – discuss learning outcome and determine best choice OER for Spring 2020 adoption across all sections of CRJU1101 (consider hybrid of both OER’s if appropriate)

Spring 2020: Second semester of large-scale adoption

- Nava and Cabage adopt new OER across all sections
- (Alternately, if there is question of learning outcome effectiveness, continuation of different OERs for further data and analysis; possible development/implementation of a hybrid OER3)

May 2020: Farr assessment of learning outcomes of second semester large-scale adoption

- Reporting of learning outcomes to ALG
- Dissemination of learning outcomes to CRJU faculty at KSU
 - As there will be no faculty meeting post-assessment, program discussion of the transformation outcomes will occur in Fall 2020 program meeting

6. Budget

The requested total budget is \$15,800 (\$5,000 x 3 team members + \$800 for overall project expenses and travel).

- Summer salary or professional development compensation for Daniel Farr (instructional designer) = \$5,000
- Summer salary or professional development compensation for Angela Nava = \$5,000
- Summer salary or professional development compensation for LeAnn N. Cabage = \$5,000
- Overall project expenses and travel costs = \$800

7. Sustainability Plan

As lecturers, Nava and Cabage will be expected to offer this course on a regular basis in the future. They are expected to regularly teach face-to-face and online, with CRJU1101 as a regular offering therein. As indicated earlier in application, they typically offers 3-4 online sections of this course and 4-5 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 (up to 60), 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.

Both Nava and Cabage will offer this no-cost-to-students course in future sections of CRJU1101. This course will additionally be shared with other CRJU faculty (both full-time and part-time) for potential adoption.

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.