

CGEIP Report

CIS 200 (changing to ITC 200 Spring 2020)

1. Submitted by:

Cathy Van Landuyt

2. What time period (e.g., FA17-SP19) is covered in this report? Were all sections of this course for each semester covered?

FA18-SP19

Yes, except for dual credit sections.

3. Did you have a meeting with other course instructors to discuss data collected? Who participated in the discussions?

Yes.

Richard Burton, Jennifer Lowenthal-Hershey, Lacey Geiger, Stephanie Albritton, Cathy Van Landuyt.

Reviewer Comment:

Good to see contributions from a range of instructors.

4. General Goal

General Goal (1): Critical Inquiry, Analysis, and Problem Solving—Students will be able to develop the disposition and skills to gather, organize, refine, analyze, and evaluate critically information and ideas.;General Goal (2): Creative Thinking and Expression—Students will be able to develop new ideas, products, or solutions and explore

novel perspectives and approaches.;General Goal (12): Community Engagement—Students will be able to recognize the importance of contributing their knowledge and experiences to their own communities and the broader society.;

5. What did you want students to learn that supported the General Goal(s)? List specific learning outcomes (typically three distinct outcomes unless another number was specified) supporting the goal. For each of these, describe the type of data you collected. (Be specific, e.g., evaluated essays to gauge students' ability to view a problem from multiple perspectives...; evaluated short answers responses to determine whether students could identify reliable sources...). What did you learn about student learning for each of these?

General Goal 1 - Students used on-line and academic resources to gather and critically evaluate data regarding their group Red Flag issue. The resources were analyzed using an assignment checklist (CARS) to consider the credibility, authority, reasonableness, and support for the online information. This taught them how to critically evaluate sources of information. An annotated bibliography was required, teaching them correct documentation of sources. They developed creative solutions using alternative viewpoints within the group, then did a weighted criteria analysis to evaluate. Conclusions were developed, supported, and presented in a report, PPT, and executive summary.

General Goal 2 - Students brainstormed, individually then sharing ideas within a group, to come up with solutions for a Red Flag issue cited in the Community Focus Report. They considered ideas from other communities, discovered through research, and used tools such as mind maps, brainstorming, 5 Why questions. The completed mind map or results from another brainstorming tool was submitted for the assignment. They completed reflection assignments to consider the influences in their own experiences and the values they consider important, to understand how their ideas could be very different from those of others.

General Goal 12 – Student research and develop solutions for a community issue cited in the Community Focus Report, acknowledging that as educated citizens it will be their responsibility to address similar issues wherever they will be living. Structured problem statements are composed individually, then in collaboration with the group, to consider essential elements of the issue, including

the ideal situation, current situation, size and scope of the problem, who is affected, constraints, and consequences of not solving the issue. Initial problem statements were reviewed by instructors, then returned to the students with comments and suggestions for revising, as needed.

If more detailed information is needed, just let me know. I'll be glad to provide - just not sure how much to include in this first iteration of the new process. Thank you for thinking through improvements to the process.

Reviewer Comment:
Covers the GG well.

6. Overall, how would you rate the student's achievements/progress relative to the General Goal(s)? Where have students shown the most success? Have you noted any areas of weakness in student learning relative to the General Goal(s)?

Student achievement/progress relative to the General Goals is very good, substantiated through their final projects. Through this course by focusing on the General Goals, student came to understand that decisions are often made without adequate consideration, providing less than optimum results. Tools were provided to allow them to utilize resources to improve problem solving and decision making using creative and critical thinking. Students reflected on their own positions and values, noting how they influenced their decision making process and perspectives. They worked with others, recognizing different perspectives through sharing ideas and critically evaluating them. They presented their ideas and justified conclusions based on research in professional formats. Students who failed to learn relative to the General Goals were ones who did not participate fully with their group or in the course assignments. This is an issue for some first semester freshmen who are allowed to register during

SOAR with structured scheduling, having the prerequisite of 12 hours waived.

Reviewer Comment:

If this is a significant issue, could prerequisite be changed, 12 credits beyond high school?

7. What do you plan to do in the future? What worked well and will be continued? If you noted any deficiencies, how do you anticipate addressing them?

Group work will be continued in this course to provide students with opportunities to achieve success and recognize progress toward the general education goals. Group work can be challenging if there are different levels of commitment to the course project among the students in a group. But by requiring it and providing learning material related to setting goals, defining roles, requiring accountability, the students are introduced to an important skill that will be needed throughout their academic and professional careers. Will continue to coach and teach teamwork for students who struggle with this as first semester freshmen.

Directly connecting assignments to addressing a real community issue is consistent with the Public Affairs mission, provides an integrated service learning opportunity, and works well to fulfill the general education goals of the course in an applied approach to a practical case study.

Copies of assignments or completed course projects can be provided.

Reviewer Comment:

This looks like a course that, for the most part, is working well. The first semester freshman issue appears to be an issue.

8. Faculty senate has charged CGEIP with examining the diversity content in all general education courses. Please describe any ways that you include diversity content in your general education course (if applicable):

Perhaps only through working in randomly assigned groups, which may include diversity.

Reviewer Comment:

Do any of these course topics deal with diversity issues?

9. Optional: If you used a rubric or other assessment tool for your evaluations and felt that it was particularly effective, please attach that. CGEIP may post (or otherwise make available) assessment tools that might serve as models for coordinators of other general education courses.

10. Have you received data or other feedback from dual credit sections of the course (if applicable) regarding the general education components in these classes? If so, please describe this.

No, never.

This concerns me in terms of verifying if what is being taught, and how evaluated, is consistent with the General Education and College of Business goals for the course