



CAP in CMM 100

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Institutional Learning Goals (ILGs)

- ▶ Targets three Institutional Learning Goals at introductory level:
 - ▶ Scholarship
 - ▶ Diversity
 - ▶ Critical evaluation of our times
- ▶ Since Fall 2014

Measurement

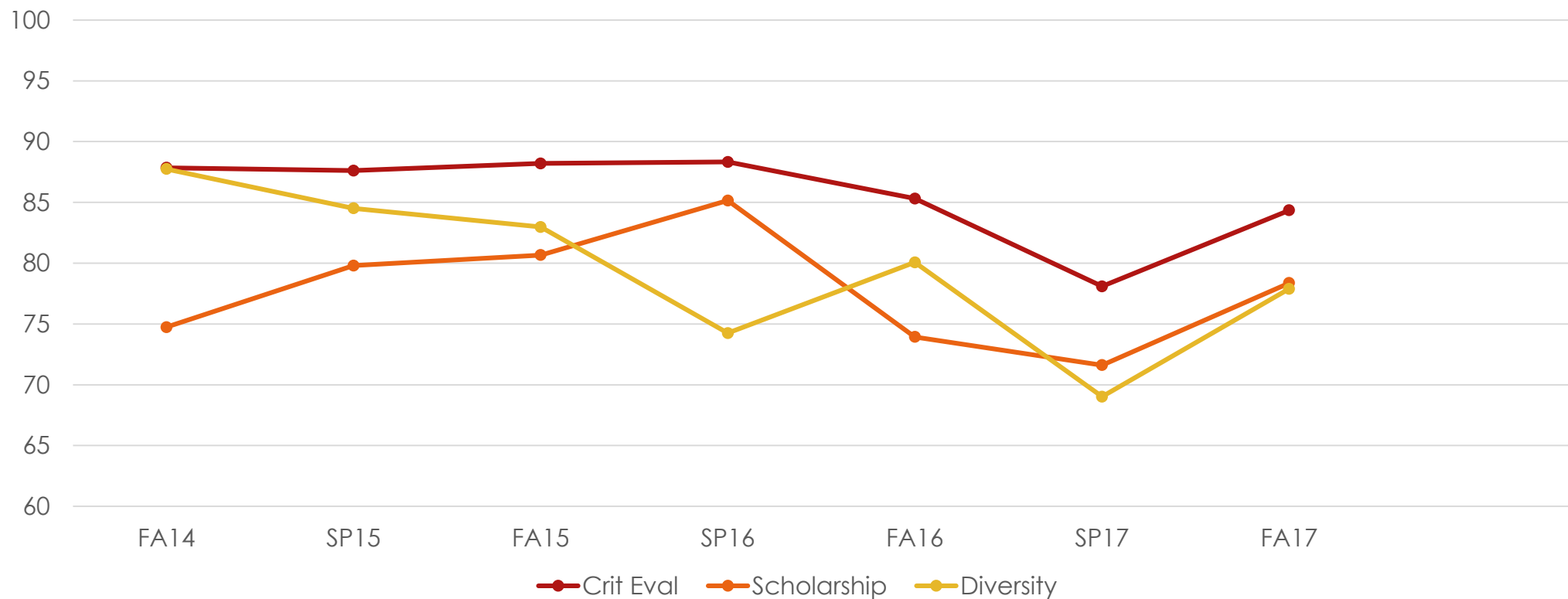
- ▶ Assessment rubric with three ILGs for dialogue assignment (FA14-present)
 - ▶ An assignment that involves culminated use of many skills through term
 - ▶ 5-7 participants
 - ▶ Begins with several 3-minute responses to persuasive speeches earlier in term
 - ▶ Follows with 15-20 minute group dialogue for exploring diverse viewpoints
- ▶ Pre-test and post-test (FA17-present)
 - ▶ 25 multiple choice questions
 - ▶ 4 course learning objectives – 6 questions each
 - ▶ 3 ILGs – 6 questions each

	<u><i>(0) Underdeveloped</i></u>	<u><i>(1) Developing</i></u>	<u><i>(2) Competent</i></u>	<u><i>(3) Exemplary</i></u>		
Scholarship	Failed to correctly cite and use requisite three (3) credible and appropriate sources for topic.	Correctly cites requisite three (3) credible and appropriate sources for topic, but fails to use all in oral presentation.	Correctly cites and uses requisite three (3) credible and appropriate sources for topic.	Correctly cites and uses more than the requisite three (3) credible and appropriate sources for topic.		Examine Speaking notes for this item
Diversity	Failed to engage issues of difference and express disagreement with other members of the group. Did not ask critical questions; used defensive language and/or did not civilly engage others in the group.	Minimal engagement with others in the group. Asked surface-level questions and did not seek to explore controversial ideas in any depth. Used supportive language but did not challenge ideas or assert own ideas consistently. Did not articulate/summarize points of difference with others.	Engaged members of the group and asked pertinent questions to clarify ideas and positions. Articulated their own opinion on an issue. Did not consistently challenge ideas of others. Pushed for some depth in discussions, but did not make connections to new ideas or push for complete understanding. Articulated/summarized points of difference.	Fully engaged with issues brought up by group. Asked clear and challenging questions aimed at understanding points of difference with others. Articulated own positions in a respectful and civil manner; Approached discussion with an open mind. Made connections to new ideas and pushed for complete understanding of the position of others in the group. Articulated/summarized points of difference.		Examine how students respond to others for this item
Critical Evaluation of Our Times	Topic does not engage a controversial idea or topic that would likely invite reasonable disagreement. Topic is not complex. Topic is not related to course theme and is not complex.	Topic is not complex nor is it articulated in a way that could invite reasonable disagreement. The topic itself, if done well, could but in the form presented does not invite much disagreement. Topic is not adequately complex. Topic is somewhat related to the theme of the course.	Topic is complex but is articulated in a way that does not invite reasonable disagreement. The topic itself, if done well, could but in the form presented does not invite disagreement. Topic is appropriately complex. Topic is directly related to the theme of the course	Topic is sufficiently complex and invites reasonable disagreement regarding controversial issue in contemporary society. Topic is appropriately complex. Topic demonstrates a clear connection to a critical interpretation of the theme for the course.		Examine topic submissions for this item



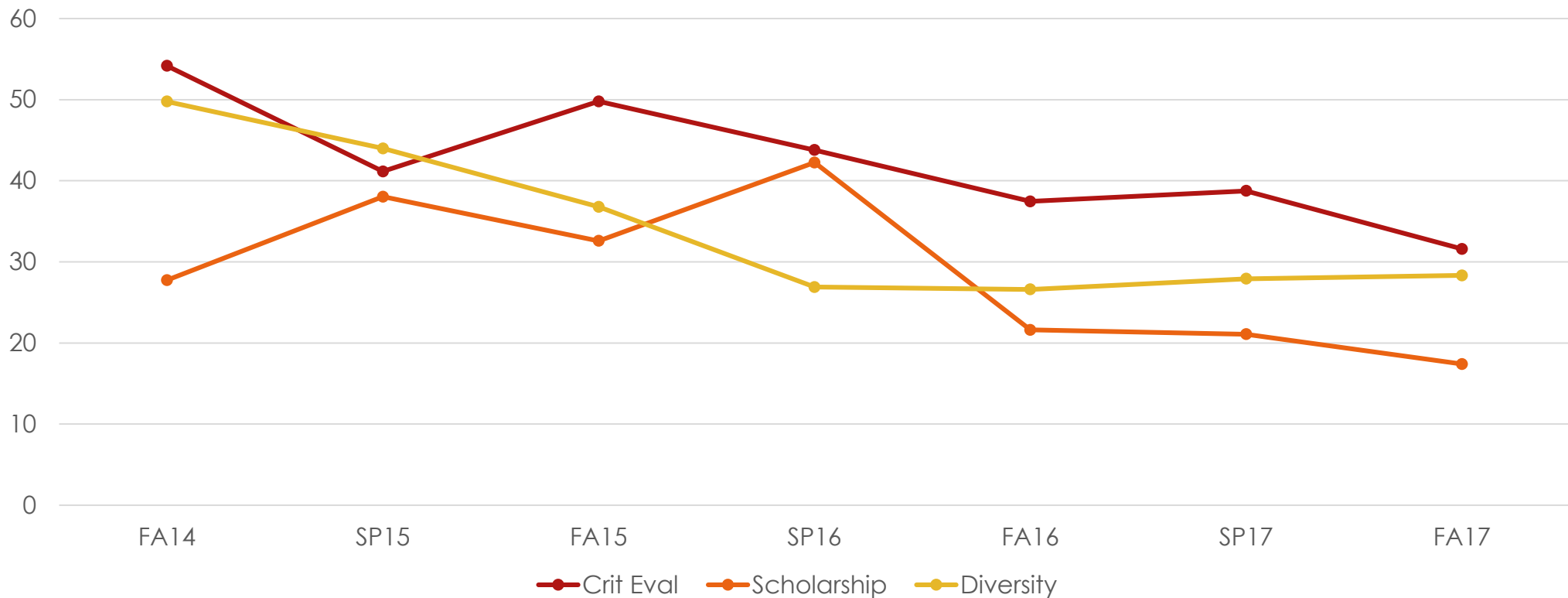
Dialogue Rubric Results

Competent or Exemplary (Excluding Summer)



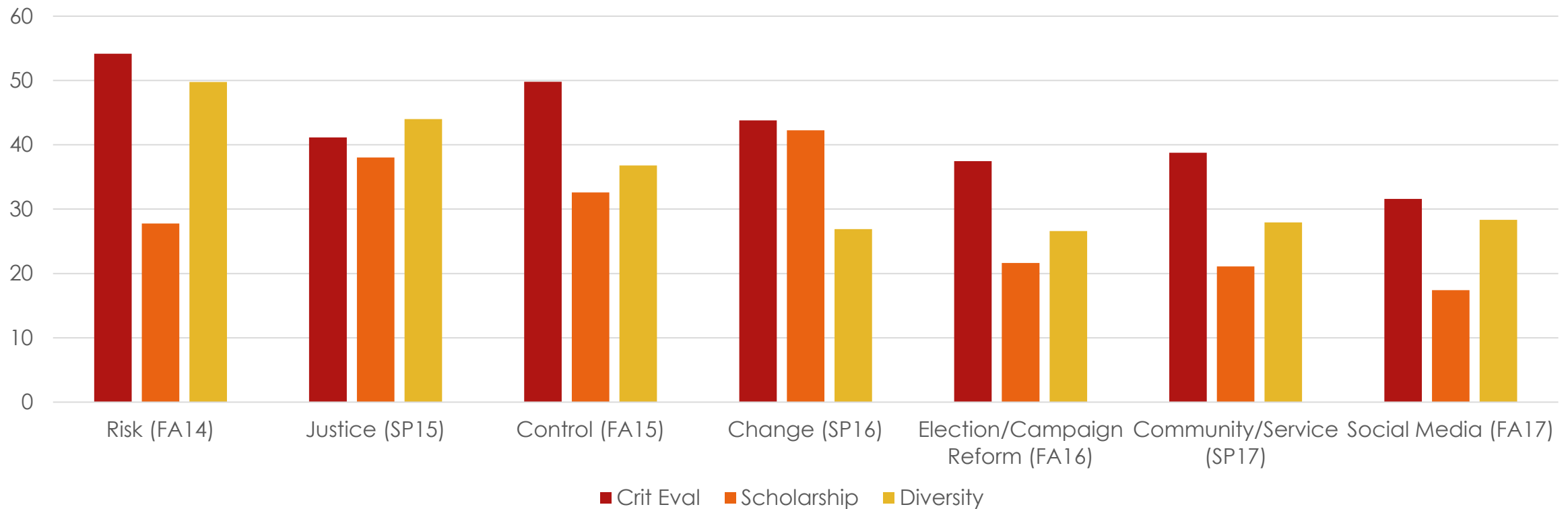
Dialogue Rubric Results

Exemplary (Excluding Summer)



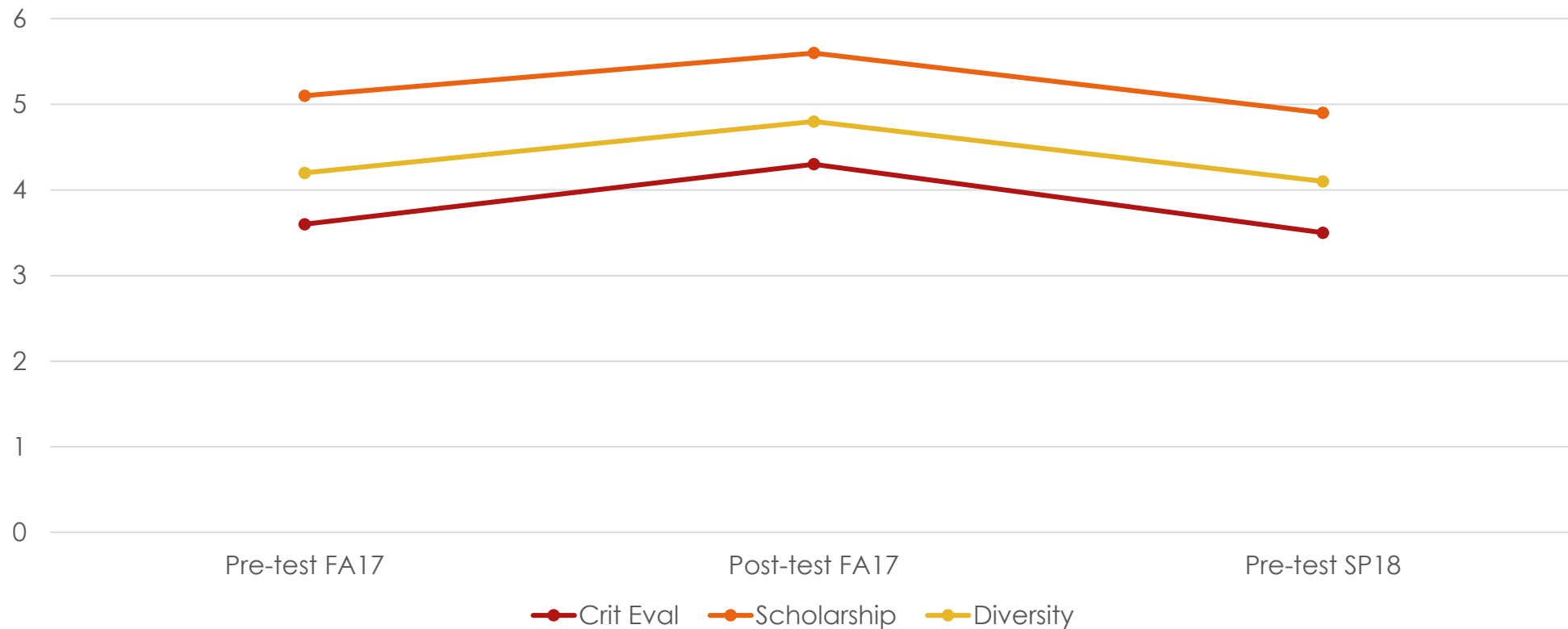
Results

Exemplary by Course Theme



Pre-test/Post-test Results

Means across Sections for each ILG



Making Sense of the Data

- ▶ Greater discernment of instructors - decline in “exemplary”
- ▶ Evaluating our instruments
- ▶ Influence of the theme
- ▶ Course changes – e.g., Chapter 5 interteaching on research.
- ▶ Scholarship is highest in cognitive measure, but lowest in practice
 - ▶ Generational effects with regard to diversity. Reliance on social media?
 - ▶ Social media complicating scholarship?
 - ▶ Post-truth tendencies in greater society with regard to scholarship?

Building a Conversation

- ▶ Reorganization of orientation with focus on ILGs
- ▶ Sharing experience, methods, and resources relating to each ILG
- ▶ Inviting experts from other disciplines to orientation and weekly meetings
- ▶ Lesson planning with instructional objectives focusing on each ILG
- ▶ ILGs in course syllabus - creating ongoing conversation with students

Recent Developments

- ▶ Changes to textbook – e.g., new scenarios, reorganization of content
- ▶ Changes to delivery of course:
 - ▶ Encouragement of use of case studies and whole-class Socratic dialogue
 - ▶ Highlighting ethical dilemmas of communication Critical Evaluation of Our Times
 - ▶ Focus on community building in the classroom – peer-to-peer interaction, build awareness of diversity, environment for engaging diverse positions
- ▶ Development of course theme with attention to ILGs
- ▶ Collaboration with Office of Multicultural Affairs – augments capacity for diversity and critical evaluation of our times
- ▶ Training in inter-group dialogue for course director