

**GENERAL EDUCATION COURSE ASSESSMENT PLAN (CAP)**

**Issues: Information, Innovation, and Technology**

***Please complete the following form and send to:*** ***gened@gvsu.edu******.***

**Course:**

**Course title:**

**Faculty member developing/revising the CAP:**

**Unit head name:**

**Date submitted/revised:**

**Please complete the following for each student learning outcome (goal):**

***1. Student Learning Outcome:*** *How the course relates to information, innovation, and technology*.

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***2. Student Learning Outcome:*** *How complementary and competing perspectives covered in the course contribute to the ongoing discussion about information, innovation, and technology****.***

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

**3. *Collaboration is the process of working together and sharing the workload equitably to progress toward shared objectives.*** *People with a general education work collaboratively with others on both small and large projects. Effective collaborators are interdependent, interactive, accountable, and reflective. That is, they work interdependently within a group, interact productively with group members, demonstrate accountability for their own contributions to the work of the group, and reflect on the success of the group, including their own contributions and the contributions of others.*

***Student Learning Outcome****:* *Contribute to the development of shared goals within the group.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Contribute their own knowledge and expertise to the group.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Participate actively and responsibly in all group activities.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Honestly assess their own contributions and the contributions of others.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***4. Problem Solving is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals.*** *People with a general education define and solve problems by seeking and identifying relevant contextual information, formulating strategies, and proposing and evaluating potential solution****.***

***Student Learning Outcome:*** *Construct clear and insightful problem statements that prioritize relevant contextual factors*.

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Identify multiple approaches for solving the problem within the given context.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Design and fully explain proposed solutions that demonstrate deep comprehension of the problem.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Evaluate the feasibility of solutions considering aspects such as the historical context and ethical, legal, or practical impact of potential solutions.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***5. Integration is the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations.*** *People with a general education correlate and synthesize facts, basic concepts, and disparate knowledge for application within and beyond the campus to make sense of a variety of data and experiences, to address issues in a more effective way than can be accomplished from only one field of study or perspective, and to reflect on their own learning.*

***Student Learning Outcome:*** *Students draw conclusions from examples, facts, and/or theories from more than one field of study or perspective.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** ***Students must adapt and apply skills, abilities, theories, or methods to explore complex issues in original ways.***

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Students effectively communicate synthesized knowledge in ways that are inclusive of diverse audiences and perspectives.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Students demonstrate self-reflection, building on prior experiences and responding to new and challenging contexts presented in the course.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**