



Teresa Adams, Illiad Connally

Introduction to Information Systems



Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- Linked Syllabus
 - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- Initial Proposal
 - The initial proposal describes the grant project's aims in detail.
- Final Report
 - The final report describes the outcomes of the project and any lessons learned.



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Initial Proposal

Application Details

Manage Application: ALG Textbook Transformation Grants Round 8

Award Cycle: Round 8

Internal Submission Deadline: Sunday, December 11, 2016

Application Title: 308

Application ID: #001313

Submitter First Name: Teresa

Submitter Last Name: Adams

Submitter Title: Associate Professor of Information Systems

Submitter Email Address: tadams40@gsu.edu

Submitter Phone Number: 678-570-5769

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Teresa

Applicant Last Name: Adams

Co-Applicant Name(s): Illiad Connally

Applicant Email Address: tadams40@gsu.edu

Applicant Phone Number: 678-570-5769

Primary Appointment Title: Associate Professor of Information Systems

Institution Name(s): Georgia State University- Perimeter College

Submission Date: Tuesday, December 13, 2016

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

Project Lead and Faculty Subject Matter Expert:

Teresa Adams, Associate Professor of Information Systems
tadams40@gsu.edu

Project Investigator and Faculty Subject Matter Expert:

Illiad Connally, Assistant Professor of Information Systems
iconnally@gsu.edu

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

Proposal Title: 308

Course Names, Course Numbers and Semesters Offered:

CIS 2010 (Formerly BISM 2601) Introduction to Information Systems

CIS 2010 is offered every semester including Fall, Spring and Summer at both Perimeter College and Georgia State University across six different campuses.

During the 2015-2016 academic year, Perimeter College offered approximately 24 sections of CIS 2010 during the Fall and Spring semester. Approximately 8 sections of CIS 2010 were offered by Perimeter College during the summer semester. The average enrollment per class was 23 students. CIS 2010 courses at Perimeter College are offered on-line and on-campus. On-campus sections of the CIS 2010 are taught in a computer classroom where students have ready access to computers during class.

During the 2015-2016 academic year, Georgia State University offered approximately 25 sections of CIS 2010 during the Fall and Spring semester. Approximately 8 sections of CIS 2010 were offered by Perimeter College during the summer semester. The average enrollment per class was 30 students. Currently, CIS 2010 courses at Georgia State University are offered in a lecture classroom without computer access for students.

Average Number of Students per Course Section:	23 student at PC 30 student at GSU
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Number of Course Sections Affected by Implementation in Academic Year:	56 sections at PC 58 sections at GSU
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Total Number of Students Affected by Implementation in Academic Year:	1,288 at PC 1,740 at GSU
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List the original course materials for students (including title, whether optional or required, & cost for each item):	Perimeter College currently required materials for CIS 2010 (formerly BISM 2601): Business Driven Information Systems; by Baltzan (w/SimNet for Excel) ISBN: 9781259975066 (custom bundle) COST: \$115.50 MANDATORY: YES TEXTBOOK LINK: http://www.bkstr.com/ProductDisplay?urlRequestType=Base&catalogId=10001&categoryId=9604&productId=75616567&errorViewName=ProductDisplayErrorView&langId=-1&top_category=&parent_category_rn=&storeId=10292 Georgia State University currently required materials for CIS 2010: Intro to Information Systems by Rainer (w/ WileyPLUS Learning Card Set) ISBN: 9781119231769 COST: \$169.00 MANDATORY: YES TEXTBOOK LINK: http://www.bkstr.com/webapp/wcs/storeservlet/CourseMaterialsResultsView?catalogId=10001&categoryId=9604&storeId=10489&langId=-1&campusId=263&programId=403&termId=100045097&divisionDisplayName=%20&departmentDisplayName=CIS&courseDisplayName=2010&sessionDisplayName=14032&demoKey=d&purpose=browse
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Requested Amount of Funding:	\$10,800
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Original per Student Cost:	\$115 for Perimeter College Students \$169 for Georgia State University Students
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Post-Proposal Projected Student Cost:	\$35 for Perimeter College & Georgia State University Students
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Projected Per Student Savings:	\$80 for Perimeter College Students \$134 for Georgia State University Students
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Projected Total Annual Student Savings:	\$103 for Perimeter College Students \$233 for Georgia State University Students
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Creation and Hosting Platforms Used ("n/a" if none):

Course Delivery:

Brightspace/D2L: The state-wide adopted learning management system, Brightspace (formerly D2L) will serve as the main delivery platform for CIS 2010. Brightspace provides a common interface familiar to many students. A course interface within Brightspace can be easily customized via widgets to integrate a variety of publisher and vendor applications.

Course Content:

Creative Commons License (CCL) Textbook: Adoption and adaptation of a "creative common license" textbook will be used as the basis for disseminating Information System concept and theory. CCL materials are free and provide the greatest latitude for using the material. Materials licensed as CCL may be used in any way a user likes including to create new works as long as the material originated by the creator is properly credited. This type of license is recommended for dissemination and use of licensed materials to large audiences.

Online Data Analytics Courses:

DataCamp.Com: The DataCamp.com offers a unique interactive platform for teaching data science and analytic tools via a browser environment. The website features several best-in-class courses on topics identified for inclusion in the "newly revised" CIS 2010 course such as R programming. DataCamp courses are 100% experiential and extremely effective. In addition to ready-made courses, DataCamp offers course authoring tools that allow instructors to create and/or modify their own interactive technology skills courses. Additionally, instructors can integrated student grades into D2L as DataCamp provides integration with learning management systems such as D2L. DataCamp is available to students initially for free followed by a nominal fee for as low as \$9 per month. The monthly fee is largely optional and includes the ability to earn marketable certificates in a variety of data science courses.

Lynda.Com Courses: Lynda.com, the online video tutorial site, is available at no charge to Georgia State University and Perimeter College students, faculty, and staff. Lynda.com offers tutorials on analytic tools such as Excel and Tableau which are topics that have been incorporated into the newly modified CIS 2010. Lynda.Com lessons will be analyzed and incorporated into D2L assignments through playlists and customized widgets.

Proposal Category: Specific Top 100 Undergraduate Courses

Final Semester of Fall 2017
Instruction:

Project Goals:

The "Introduction to Information Systems" course is an undergraduate course required course for all business majors at both Perimeter College and Georgia State University. The course is known as CIS 2010 at Georgia State University and was formerly known as BISM 2601 at Perimeter College. As of Fall 2016, Perimeter College renamed BISM2601 to CIS 2010.

The objective of CIS 2010 is to familiarize students with information system theory. In addition, students have traditionally received rudimental exposure to the applications used in business including enterprise applications, spreadsheets and databases.

Upon the merger of Perimeter College with Georgia State University, the CIS discipline at both

institutions were asked to come up with a cohesive course revision to CIS 2010 which entailed greater problem solving and data analytic skills. These new competencies are to be incorporated into all CIS 2010 courses by Fall of 2017 through the use of analytical applications such as Excel, Tableau and the R programming language.

The more "analytical approach" to CIS 2010 presents many challenges the biggest of which is a suitable textbook. At present, there is no one textbook that adequately addresses "Information Systems" concepts AND the analytical tools to be covered in the newly, revised CIS 2010 course (Excel, R Programming, Tableau).

Currently, CIS 2010 students are required an "Information Systems" concept textbook for 119 to \$169 which includes a "registration code" to the publisher's copyrighted tools and websites. Students unable to afford a new textbook and who's professor require they access a publisher's tools often find themselves in an untenable financial position as used textbooks almost always lack a valid publisher registration code.

Given the "Information System" textbook costs well over a \$100, any attempt to bundle the concepts book with other suitable texts on Excel, Tableau or R programming would likely prove extremely cost prohibitive for students. Yet a complex topic such as the R programming requires well delineated instruction in order to ensure student success.

Hence our primary goal is to compile high quality teaching materials from open-access and low cost sources that meet the specified course outcomes. In so doing, other goals we wish to meet include:

- Provide low-cost learning materials to students in electronic and printable format.

- Ensure the pedagogy used aligns with the common course outline.

- Emphasize current technology through online resources and visualized media.

- Measure and compare student performance as to assess success of learning objectives.

- Emphasize hands-on experiences that provide students with practical analytical skills and knowledge

Statement of Transformation:

A comprehensive "Introduction to Information Systems" course will be developed to provide students with an experiential understanding of Information Systems and data analytics in business. The content will be delivered via Brightspace/D2L utilizing open content enhanced by interactive, hands-on assignments, engaging discussions and integrated assessments. These elements will be designed to enhance learning outcomes as well as the student learning experience.

Stakeholders include students, instructors and businesses.

Students will benefit the most from this project as they will receive an up-to-date and in-depth understanding of the emerging technology trends in business. They will also achieve practical, hands-on skills utilizing data analytics tools commonly used in business.

Instructors teaching the Introduction to Information Systems course will also benefit by having access to comprehensive content and ready-to-teach materials.

Businesses and society will also reap the benefits of students able to thinking critically and analytically.

Transformation Action Plan:

Review CCL textbook materials and choose the relevant, high quality content
Review Excel, R programming and Tableau tutorials and online courses for relevancy & quality
Organize content for each of the course outcomes into course modules
Develop course modules in Brightspace/D2L
Integrate external content into Brightspace/D2L
Develop presentation, assignments, test banks, and exercises into D2L course

Quantitative & Qualitative Measures:	A study analyzing student performance on graded course content including assignments, quizzes, and exams will be conducted and compared to previous course sections as well as sections not utilizing the integrated version of the course. An anonymous survey of students perceived learning experience will be conducted via an online survey. Questions will be composed to analyze and validate the learning satisfaction and effectiveness of the course. The survey outcomes will be compared to surveys given to participant in sections not piloting the integrated course. Faculty will also be asked complete a survey regarding the ease of use, accuracy, quality and appropriateness of the material.
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Timeline:

Spring Semester 2017

1. Adopt CCL textbook
2. Adapt & Modify CCL textbook
3. Adapt DataCamp course modules
4. Create Brightspace/D2L Course Template

Summer Semester 2017

1. Train Instructors
2. Pilot Course during Summer Sections
3. Assess Course Outcomes
4. Review & Modify Course Content

Fall Semester 2017

1. Final Course Rollout & Delivery

Budget:

Part A: Course Overload Compensation - \$10,000

The overload compensation is for the time and effort spent on developing and redesigning the transformed courses utilizing Brightspace/D2L, CCL adopted textbook, DataCamp courses and Lynda.com courses.

Teresa Adams, Project Lead and Faculty Subject Matter Expert: \$5,000 for overload compensation in 2016-2017 academic year.

Illiad Connally, Faculty Subject Matter Expert: \$5,000 for overload compensation in 2016-2017 academic year.

Part B: Training/ Travel - \$800

ALG Project Training travel for two team members, Teresa Adams and Illiad Connally to meet and train with DataCamp Developers.

Total Budget: \$10,800

Sustainability Plan:

The sustainability plan is to develop the course structure and content for CIS 2010 during the Spring of 2017. The course will be piloted in two on-line sections as well as two on-campus sections of CIS 2010 during the Summer semester of 2017. Modifications to the course shall be implemented prior to Fall Semester 2017.

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Clarkston, GA 30021

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Fax 678-212-7505
Web perimeter.gsu.edu



December 10, 2016

Dear Affordable Learning Grant Committee:

I am writing in support of a grant proposal for the ALG Textbook Transformation Grant. The grant is being submitted to develop course content for the course: CIS 2010 Introduction to Information System. The principle investigator and key personnel are working on a no-cost textbook for the course and wish to further their work with refined content and conversion to the iCollege/D2L Learning Management System. The grant amount of \$10,800 will be utilized for course release time requested by each person and expenses related to the content development, the licensing and the purchase of media content.

Thank you for reviewing the enclosed grant. My colleagues and I look forward to working with you.

Sincerely,

M. J. Kahiga, Ph.D. Digitally signed by M. J. Kahiga, Ph.D.
DN: cn=M. J. Kahiga, Ph.D., o=Perimeter College/Georgia State
University, ou=College Business/2017 Department,
email=m.kahiga@perimetercollege.edu, c=US
Date: 2016.12.10 15:08:19 -0500

M. James Kahiga, Ph.D.

Department Chair

Business/ Kinesiology & Health/Sign Language Interpreter Training/Dental Hygiene

CIS 2010

Introduction to Digital Innovation

Focus and Motivation:

This course develops the digital competencies necessary to apply the power of emerging digital technologies for business and society. The course provides 1) a functional understanding of digital technologies, 2) essentials of programming logic, 3) data management, analysis, visualization and interpretation skills, and 4) the ability to combine and apply digital technologies for desired business outcomes and societal impacts.

Digital technologies are undergoing rapid, concurrent and complementary developments affecting software, hardware and internet access technologies. In addition, computer tools and techniques favored by business change rapidly as innovation shifts from functional area systems to eBusiness and networked communities, to social computing, analytics and Internet of Things. This course will engage students in spreadsheets, statistical computing environments and visualization tools for hands-on learning of digital building blocks that innovators use when addressing business problems¹.

Computer Skills Prerequisites

Although there are no course prerequisites for CIS2010, you are responsible for having the computing prerequisite skills listed. They will not be taught in class. Detailed descriptions of the computer skills can be found in the course catalog.

CSP 1: Basic Micro computing Skills

CSP 2: Basic Micro computing Spreadsheet Skills

CSP 7: Basic Internet Usage

Description and Learning Objectives:

Upon successful completion of the course students will:

1. Implement and use personal, local and cloud based digital applications and develop the ability to explore applications independently.
2. Demonstrate basic programming logic portable to different software environments and business application development.
3. Apply data management tools to organize data hierarchies, establish relationships, and scrutinize data quality needed for information processing and analysis.
4. Evaluate characteristics and applications of structured and unstructured data.
5. Apply programming logic and analytical tools for data mining and visualization.
6. Analyze how enterprise information systems are applied to automate and innovate business processes and operation.
7. Identify opportunities for transforming long standing business practices.
8. Analyze how to leverage digital technologies for transforming communication, coordination, collaboration, problem solving, and decision making.
9. Demonstrate knowledge and skills to manage and ensure confidentiality, integrity and availability of digital assets.
10. Evaluate how digitization creates new opportunities for innovation while simultaneously safeguarding against new environmental, ethical, security and privacy risks.

¹ Assumptions: 1) technology will be in the hands of students, 2) real-time instruction (including face-to-face for large sections) will be employed for developing competency with the technologies, 3) the CIS dept. may adjust to different tools/technologies as tools, vendor relationships and computing devices in the hands of students evolve over time. This syllabus is not a commitment to use specific tools when developing tacit knowledge associated with these learning objectives.

BRIGHTSPACE/D2L Proposed Course Template

CIS 2010-001 Introduction To Information Systems

COURSE INFORMATION Show All

Course Description

Instructor Information

Course Syllabus

Course FAQs

Course Discussions

Course Handouts

Course Assignments

Exams

COURSE SESSIONS Show All

Week 1 - Completion Date 6/16/16

- Complete iCollege Policy Quiz
- Read Course Syllabus
- Read Course FAQs
- Run the iCollege System Checker
- Complete Course Overview Quiz
- Read Information Systems Textbook - Chapter 1
- View Information Systems Textbook - Chapter 1
- Complete Vocabulary Matching - Chapter 1
- Read & Reply to Chapter 1 Discussion

Watch: Chapter 1 Lecture

Download:
Right Click, and Save As

HTMLPDF

Week 2 - Completion Date: 6/23/17

Week 3 - Completion Date: 6/30/17

Week 4 - Completion Date: 07/07/17

Week 5 - Completion Date: 07/14/17

Week 6 - Completion Date: 07/21/17

Week 7 - Completion Date: 07/28/17

WEEKLY POLL

Do you think hacking of the DNC by the Russians effected the outcome of the presidential election?

Yes

No


View results

Vote Now

TECHNOLOGY TWITTER FEED

InformationWeek
@InformationWeek

Round out your knowledge to help your #analytics project succeed. Hit the #library. ubm.io/2h50u84 @AllAnalytics



69 Dec

Tweets by @CIOMagazine

CIO Magazine
@CIOMagazine

10 of 26

Proposed Creative Common License Information Systems Textbook



INFORMATION SYSTEMS: A MANAGER'S GUIDE TO HARNESS TECHNOLOGY

Information Systems: A Manager's Guide to Harnessing Technology is intended for use in undergraduate and/or graduate courses in Management Information Systems and Information Technology.

READ

Download in the following formats:



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Proposed DataCamp Lessons On "R"



Introduction to R FREE

In this introduction to R, you will master the basics of this beautiful open source language, inc... [Learn More](#)

Start Course



Importing Data in R (Part 1)

Importing data into R to start your analyses: it should be the easiest step. Unfortunately, this ... [Learn More](#)

Start Course



Cleaning Data in R

It's commonly said that data scientists spend 80% of their time cleaning and manipulating data an... [Learn More](#)

Start Course



Writing Functions in R

Functions are a fundamental building block of the R language. You've probably used dozens (or eve... [Learn More](#)

Start Course



Importing Data in R (Part 2)

In this second course on importing data in R, you will take a deeper dive into the wide range of ... [Learn More](#)

Start Course



Importing & Cleaning Data in R: Case Studies

Running exciting analyses on interesting datasets is the dream of every data scientist. But first... [Learn More](#)

Start Course



Proposed Lynda.Com Tutorials



Statistics with Excel Part One with Joseph Schmuller

Learn statistics. Professor Joseph Schmuller teaches the fundamentals of descriptive statistics and inferential statistics using Microsoft Excel.

3h 45m Appropriate for all Views 383,254 Sep 27, 2016



Statistics with Excel Part Two with Joseph Schmuller

Learn how to use statistics concepts and tools (including functions, 3D maps, and ANOVA) to perform data analysis in Microsoft Excel.

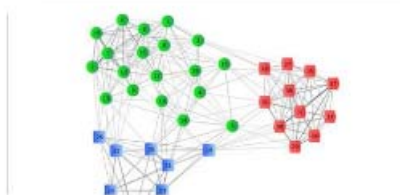
1h 59m Beginner Views 38,926 Jun 02, 2016



Data Modeling with Excel Power Pivot with Ron Davis

Explore all the steps for data modeling with Excel's Power Pivot plugin—adding data sources, setting up relationships, and adding hierarchies—and discover the power of DAX expressions.

1h 15m Intermediate Views 112,535 Nov 18, 2014



Excel Data-Mining Fundamentals with Ron Davis

Learn how to use Excel and Excel SQL Server Analysis Services to perform basic data mining and analysis.

1h 28m Intermediate Views 143,374 Nov 14, 2014



R for Excel Users with Conrad Carlberg

Update your data science skills by learning R. Learn how common data analysis and statistics operations are run in Excel vs. R and how to move data back and forth between each program.

1h 26m Intermediate Views 36,957 Aug 08, 2016



Tableau 10 Essential Training with Curt Frye

Learn everything you need to know to analyze and display data using Tableau Desktop—and make better, more data-driven decisions for your company.

4h 22m Beginner Views 112,673 Oct 13, 2016

Syllabus

CIS 2010

Course syllabus

(formerly BISM 2601)

INSTRUCTOR: Teresa Adams

E-MAIL: tadams40@gsu.edu

TELEPHONE: 678-570-5769

COURSE DESCRIPTION

This course illustrates the various roles and uses of information in a business environment, both locally and globally. Technology that supports the collection, use, distribution, and analysis of an organization's information assets are explained, demonstrated, and discovered through real business examples, short problem sets, and other methodologies. In addition, students are challenged with typical problems associated with managing and developing information systems, securing information, aligning systems with business processes, and determining competitive strategies to create a competitive advantage.

COURSE CREDIT HOURS: 3

EXPECTED EDUCATIONAL RESULTS

As a result of completing this course, the student will be able to demonstrate an understanding of:

1. Information Technology Infrastructure
2. Uses of Information Systems
3. Aligning Technology with Business Processes
4. Systems Development and Implementation Methodologies
5. Information Security
6. Ethical, Legal and Social Issues
7. Future Trends in Information Systems
8. Use of Relational Database Management Software

REQUIRED TEXTBOOK and PUBLISHER APPLICATIONS

Business Driven Information Systems by Baltzan; **5th edition** ebook **Plus** **SIMnet for Microsoft Excel**

Purchasing Options

The textbook for this course is available as an EBOOK and includes access to supplemental material such as PowerPoint slides. In addition, access to SIMnet, an online tutorial application for Microsoft Excel, is provided with the purchase of the textbook.

The Business Driven Information Systems ebook can be purchased in one of the following ways:

Option 1: GSU bookstores - \$47.75

Business Driven Information Systems 5e – Connect Access Card Plus SIMnet for Excel 2016

OR

Option 2: McGraw Hill Connect Widget in the Course Home Page - \$35.00

Business Driven Information Systems 5e – Connect Access Card Plus SIMnet for Excel 2016

Note: The above options are identical. The only difference is the price

OTHER RESOURCES USED IN THIS CLASS

The following resources are used in this course to support the learning of Excel and the R Programming language. The resources listed below are available at no charge to students.

- DataCamp Tutorials
- Lynda.Com Courses
- SIMnet Tutorials

TECHNOLOGY REQUIREMENTS

This course requires students have access to a reliable computer with Internet access. In addition, students need to have a computer with the following software applications in order to ensure successful completion of course assignments. The "Frequently Asked Questions" link contains additional information on how students can acquire the software applications listed below or free.

- **Microsoft Excel 2013** or higher (Windows Users)
- **Microsoft Excel 2016** (Mac Users)
- The R programming language
- **Adobe Flash Player**
- **Adobe Reader**

COURSE GRADES

Course grades will be based on the following content and scale:

GRADED CONTENT	WEIGHT	GRADING SCALE	GRADE
Course Overview Quiz	2%	100 - 90	A
BDIS Chapter Discussions	5%	89 - 80	B
BDIS Chapter Review Quizzes	15%	79 - 70	C
BDIS Exams	50%	69 - 60	D
DataCamp R Programming Lessons	3%	59 - 0	F
SIMnet Excel Skill Review Projects	10%		
SIMnet Excel Lesson Quizzes	5%		
SIMnet Excel Exam	10%		
Total	100%	Note: Final grades are not curved!	

COURSE OVERVIEW QUIZ (2%)

The Course Overview Quiz covers information provided under the Course Syllabus and Frequently Asked Questions links. The exam is a multiple choice and can be attempted up to **two times**. All attempts must be completed by the specified due date. The attempt with the highest score will be retained as the final quiz grade.

BUSINESS DRIVEN INFORMATION SYSTEMS (BDIS) DISCUSSIONS (5%)

The discussion topics for this course can be accessed from the **Discussions link** on the course menu. The chapter discussions are intended to encourage thought provoking and interesting student interaction. There are no right or wrong answers to the discussion questions. Students are encouraged to express their own individualistic insight on the concepts being discussed.

Students must respond to each BDIS chapter discussion during the week the discussion is assigned. In addition, students should read the responses of at least 4 fellow students and reply to at least 2 postings of fellow students in a matter that contributes unique insight and/or an additional perspective for each of the chapter discussions. Discussion responses posted after the topic due date will not be graded.

BUSINESS DRIVEN INFORMATION SYSTEMS (BDIS) REVIEW QUIZZES 15%)

Students will complete quizzes over the BDIS textbooks. The "Chapter Review" quizzes account for the remaining 15% and consist of **25 multiple choice** questions. The purpose of the review quizzes is to assess a student's ability to apply the concepts covered in a chapter. In addition, the review quizzes help prepare students for the major BDIS exams. These quizzes can be located under the **Quizzes link** on the course homepage. The chapter review quizzes can be attempted/submitted **up to 2 times**. The attempt with the highest score will be retained as the final quiz grade. Missed/late BDIS quizzes will be subject to a 15% penalty - no matter the reason for the late submission.

BUSINESS DRIVEN INFORMATION SYSTEMS (BDIS) EXAMS (50%)

Students will complete two multiple choice BDIS exams over the assigned chapters in the Business Driven Information Systems (BDIS) textbook. Each BDIS Exam consists of **50 multiple choice** questions. The BDIS Exams are timed and can be **attempted only once**. Makeup exams will not be permitted. Students who miss or perform poorly on a BDIS Exam may take the optional BDIS Final Exam to replace up to one previous BDIS Exam.

DATA CAMP R Programming LESSONS (3%)

McGraw Hill's SIMnet for Microsoft Excel is an online-simulation tool that provides step-by-step tutorials on using the R programming language. Students will use DataCamp tutorials to gain basic skills necessary on how to use the R programming language. Students may attempt the tutorials an **unlimited number of times**. The DataCamp can be accessed through the web link provided on the course home page.

SIMnet REVIEW PROJECTS (10%)

McGraw Hill's SIMnet Application for Microsoft Excel includes "Skills Review" projects. These projects require using the application Microsoft Excel 2013 to create actual spreadsheets. Upon completion of a project, spreadsheet files will be submitted to SIMnet for grading. The "Skill Review" projects may be **attempted up to 2 times**. The project with the highest score will be retained at the final project grade. Missed/late SIMnet Projects are subject to a 15% penalty - no matter the reason for the late submission.

SIMnet LESSON QUIZZES (5%)

Students will complete quizzes using McGraw-Hill's SIMnet application. The quizzes are designed to evaluate a student's ability to perform the tasks taught in the SIMnet Lessons on Microsoft Excel. All quizzes can be attempted **up to 2 times**. Missed/late SIMnet quizzes are subject to a 15% penalty - no matter the reason for the late submission.

SIMnet EXCEL EXAMS (10%)

Students will complete one major exam over Excel 2016 via the McGraw-Hill's SIMnet application. The exam evaluates a student's ability to mastery of Microsoft Excel. The SIMnet Excel exam is timed and can be **taken only once**. Missed/late SIMnet Exams are subject to a 15% penalty - no matter the reason for the late submission.

LATE or MISSED WORK POLICY

Late SIMnet assignments, SIMnet quizzes and BDIS quizzes will be subject to a 15% penalty - no matter the reason for the late submission. **No late submissions will be accepted beyond one week after the due date. No late submissions will be accepted for major BDIS Exams or BDIS discussions.**

EXTRA CREDIT POLICY

Students who achieve an average score of 80 or above on the chapter review quizzes will receive **3 extra credit points** on the **BDIS Exam** subsequently following the review quizzes. No other attempts for extra credit are available in this course.

CAMPUS COMPUTER LABS

Computer labs with the software used in this course are available for student use on all campuses of Georgia Perimeter College. The

following web site provides information on the hours of operations and location of the computer labs: <http://www.gpc.edu/~et/hours.htm>.

TUTORING

The Learning and Tutoring Centers (LTC) on the Dunwoody Campus of Georgia Perimeter College offers FREE tutoring on Microsoft Excel. The following web sites provides the days and times CIS tutors are available: [Microsoft Excel Tutoring Schedule](#)

COURSE WITHDRAWAL

Students who complete the Course Overview Quiz will be considered active class participants and will not be withdrawn from this course by the instructor. After completion of the course overview quiz, students wishing to drop or withdraw from this course must initiate this action via GSU's PAWS system. View the following video for a better understanding of the difference between dropping and withdrawing from the class: <http://registrar.gsu.edu/registration/registration-guide/dropping-or-withdrawing-courses/>.

Withdrawing from a class may impact a student's eligibility in various areas such as financial aid, athletics, benefit programs, etc. Hence, students should thoroughly assess the impact of dropping or withdrawing a class. Students should be sure to drop or withdraw from class prior to the stated deadlines in order to avoid substantial financial and/or academic penalties. The following web site contains additional information about the withdrawal process and semester deadlines: <http://registrar.gsu.edu/registration/withdrawals/>.

INCOMPLETE GRADE POLICY

Per university policy, students seeking an incomplete must have completed most of the major assignments of the course (generally all but one) and be passing the course (aside from the assignments not completed).

STUDENTS WITH DISABILITIES

Georgia Perimeter College's Center for Disability Services (CDS) coordinates reasonable accommodations for students with disabilities. Any student with a documented disability as defined under the Americans with Disabilities Act who desires support services should contact the CDS to provision the necessary assistance. The following web site provides information on the Center for Disability Services: <http://www.gpc.edu/~gpccds/index.htm>.

PLAGIARISM & ACADEMIC INTEGRITY

All work submitted for this course is subject to plagiarism detection software. Students who submit work flagged for plagiarism will receive a grade of zero for the assignment or exam. Unless specifically authorized by the instructor, the following are examples of cheating or plagiarism. This is not an exhaustive list.

- Allowing another student to look at or copy your work.
- Exchanging information with another student about assignments and exams.
- Copying work or answers from another student.
- Having another person complete course work for you.

- Allowing another student to use your work as his or her own.
- Providing false information or documents in order to be allowed to make up a missed test.

ICOLLEGE ACCESS

Only students officially enrolled in this course are permitted to log into and participate in the class. Allowing others to access iCollege and this course for any reason *using your login information is strictly prohibited and in violation of the Perimeter College Academic Honesty Policy*. iCollege users are responsible for maintaining account security and for not sharing login information with others including classmates, spouses, parents, friends, or family.

ICOLLEGE EMAIL

iCollege includes its own internal e-mail application. iCollege mail should be used exclusively by students to communicate electronically with the instructor and/or fellow students regarding course matters. For NON-COURSE related matters, students should use GSU's PantherMail for communications. It is important to note that iCollege mail system is a closed system and cannot be used to communicate with external email systems. In other words, iCollege mail cannot be used to send or reply to email accounts on GSU's PantherMail, YAHOO mail, GMAIL, etc.

COURSE CONDUCT

Students must not use profanity, obscenities, or derogatory remarks in mail messages, discussion posts or any other communication in the course. Threatening, sexual, ethnic, and/or racial harassment, including unsolicited bulk electronic mail is prohibited. Persons in violation of this procedure are subject to a range of sanctions, including the loss of computer network access privileges, disciplinary action, dismissal from the College and legal action. Some violations may constitute criminal offenses, as outlined in the Georgia Computer Systems Protection Act and other local, state, and federal laws. The College will carry out its responsibility to report such violations to the appropriate authorities. Appeals should be directed through the existing procedures established for students.

EQUAL OPPORTUNITY

No person shall, on the ground of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by Georgia State University - Perimeter College.

AFFIRMATIVE ACTION

Georgia Perimeter College adheres to affirmative action policies to promote diversity and equal opportunity for all.

DISCLAIMER

The instructor reserves the right to make adjustments to the syllabus, assignments and timeline as deemed appropriate to enhance students' learning outcome.

Final Report

ALG Final Report

Grant Number 308

Date: 12/22/2017

Grant Number: 308

Institution Name(s): Georgia State University – Perimeter College

Team Members:

Teresa Adams, Associate Professor of Information Systems, Business Division, tadmas40@gsu.edu

Illiad Connally, Associate Professor of Information Systems, Business Division, iconnally@gsu.edu

Project Lead: Teresa Adams

Course Name(s) and Course Numbers: CIS 2010

Semester Project Began: Summer 2017

Semester(s) of Implementation: Fall 2017

Average Number of Students Per Course Section: 25

Number of Course Sections Affected by Implementation: 24

Total Number of Students Affected by Implementation: 573

1. Narrative

A. Describe the key outcomes, whether positive, negative, or interesting, of your project.
Include:

- **COST:** The most significant outcome of the project was a 70% reduction in cost for students enrolled in CIS 2010. Prior to Fall semester of 2017, the required textbook for CIS 2010 was \$115 per student. Upon the implementation of the OER and other minimally-priced materials, the course materials cost was reduced to \$35 per student.
- **FLEXABILITY:** Instructors were readily able to edit and adapt digital content to ensure materials presented was current as well as of relevant interest to students.
- **ADAPTABILITY:** The wide array of OER supplemental and interactive materials enabled students to customize the level of support learning needed on a specific topic/concept.

B. Describe lessons learned, including any things you would do differently next time.

- **ACCESSABILITY:** Some students cited not having sufficient access to Internet connections when away from campus. Instructors and students alike must be proactive in identify a suitable connectivity plan.

- **PRINT PREFERENCE:** A small percentage students viewed the use of online learning materials as hindrance to learning. These students conveyed a preference for using printed material rather than online material.

2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials.
1. "I learned just as much if not more utilizing the online materials provide by my instructor as I would have learned from purchasing a costly textbook."
 2. "This class proves an expensive textbook is not essential to learning. The online activities enriched my understanding of the material far more than reading a textbook ever could."
 3. "I wish more courses would adopt course materials that cost students no or little money."

3. Quantitative and Qualitative Measures

3a. Overall Measurements

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Total number of students affected in this project: 573

- Positive: 82 % of 110 number of respondents
- Neutral: 12 % of 110 number of respondents
- Negative: 06 % of 110 number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Student outcomes should be described in detail in Section 3b.

Choose One:

- ☒ **_X_** Positive: Higher performance outcomes measured over previous semester(s)
- ☐ Neutral: Same performance outcomes over previous semester(s)
- ☐ Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Drop/Fail/Withdraw Rate:

 5 % of students, out of a total 573 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- ☒ **_X_** Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- ☐ Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- ☐ Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. Narrative

- Increased number of students acquired the textbook then in past semesters. This increase can be directly contributed to the dramatic decrease in the cost of the course materials due to the use of OEL materials and widely available tutorials. As a result of a wider adoption of the textbook, students were better prepared for assessments. Assignment completion also increased 5%. Withdraw rates lessen slightly for the course.

4. Sustainability Plan

- The textbook materials obtained and used for the ALG grant have been made available to all CIS instructors via Desire2Learn. All Perimeter College faculty have adopted the materials for Spring semester courses.

5. Future Plans

- We will continue to develop online content for students to reinforce course concepts. This content will include tutorial-based and problem-solving content. Updates and edits to materials will be maintained by the project lead.

6. Description of Photograph

- *Photo of Teresa Adams, Project Lead and Illiad Connally, Project Team Member*



ALG SURVEY CIS 2010

(Administered to Project Team sections only via iCollege.)

1. Do you normally purchase the recommended textbook materials for a class?

- ☐ Yes
☐ No

2. Did you purchase the textbook materials for this course?

- ☐ Yes
☐ No

3. Did the cost of the course materials for this class impact your decision to enroll in the course?

- ☐ Yes
☐ No

4. Would you take another course using open resource and fully online materials like those used in this course?

- ☐ Yes
☐ No

5. The learning materials used in this class were easy to use?

- ☐ Strongly Agree ☒ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

6. The learning materials used in this class were helpful to learning the content taught in this course?

- ☐ Strongly Agree ☒ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

7. I used the online learning resources to study as much as I would have a printed textbook.

- ☐ Strongly Agree ☒ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

8. I used the online learning resources to study less than I would have a printed textbook.

- ☐ Strongly Agree ☒ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

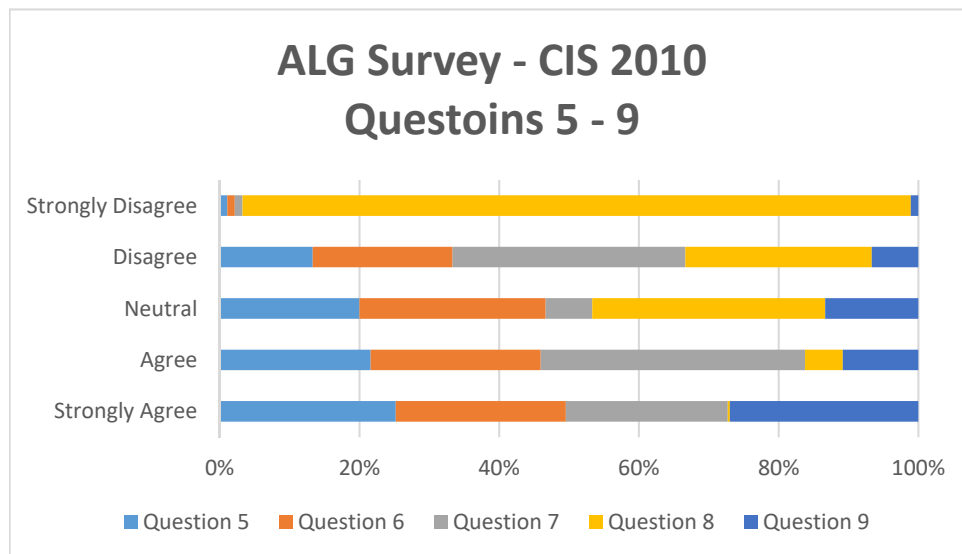
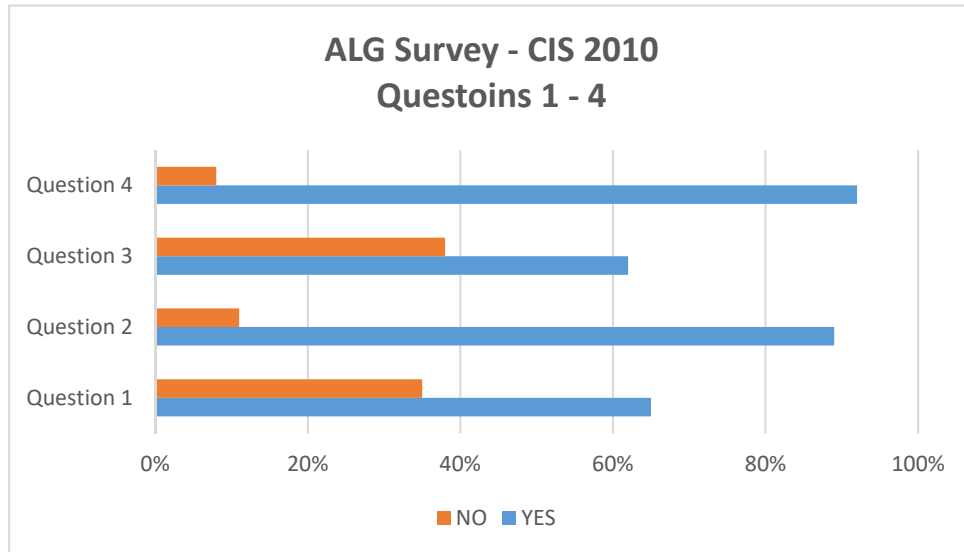
9. I feel the online materials used in class were as effective for learning as using a traditional textbook?

- ☐ Strongly Agree ☒ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

10. What challenges did you experience using the learning resources provided for this course?

11. What would you suggest to improve the resources used in this course?

12. Please share any additional comments about the course materials used in this course.



ALG Survey Data

	YES	NO
Question 1	65%	35%
Question 2	89%	11%
Question 3	62%	38%
Question 4	92%	8%

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Question 5	86%	8%	3%	2%	1%
Question 6	83%	9%	4%	3%	1%
Question 7	79%	14%	1%	5%	1%
Question 8	1%	2%	5%	4%	88%
Question 9	92%	4%	2%	1%	1%

CIS 2010

Fall Semester2017

iCollege Integration of Course Materials

INTRO TO INFO SYSTEMS Section 108 Fall Semester 2017



Teresa Adams



Course Home Blackboard Collaborate Calendar Chat Classlist Discussions Email Grades Lynda.com Manage Files More ▾

Welcome to CIS 2010-108

Instructor Information ▾

Course Information ▾

McGraw-Hill Connect Links ▾

McGraw-Hill SIMnet Links ▾

Lynda.Com Tutorial Links ▾

DataCamp Links ▾

Course Help ▾

Weekly Course Assignments ▾

Week 1 - Due Monday by 11:59PM on 10/16/17 ▾

- [Review Course Syllabus](#)
- [Review Course FAQs](#)
- [Run the iCollege System Checker](#)
- [Post Student Introductions](#)
- [Complete Course Overview Quiz \(2 attempts\)](#)
- [Complete McGraw-Hill Connect Registration](#)
- [Run the Connect System Checker](#)
- [Review BDIS Chapter 1 Connect Lecture Overview](#)
- [Complete BDIS Chapter 1 Connect Assignments](#)
- [Read & Reply to Chapter 1 Discussion](#)

Week 2 - Due Monday by 11:59PM on 10/23/17 ▾

Week 3 - Due Monday by 11:59PM on 10/30/17 ▾

Week 4 - Due Monday by 11:59PM on 11/06/17 ▾

Week 5 - Due Monday by 11:59PM on 11/13/17 ▾


CIS 2010

Fall Semester 2017

Free/OER Course Materials

e-Textbook

Cost to students \$35



connect

Quick links


[Pair with a Connect Section](#)
Associate this course with a McGraw-Hill Connect Section.

Reset your access

[Unlink automatic sign-in](#)
Linked Connect email address:
tadams@gpc.edu
Unlink the email address that is used to automatically sign you into Connect from BrightSpace. This will prevent manual syncing and remove direct access to Connect.

Excel Lessons/Assignments

Cost to students \$0



Keep IT Simple!

What SIMnet URL would you like to pair with?

Click next to pair with Georgia Perimeter College.

Programming Tutorials

Cost to students \$0



Introduction to R FREE

In this introduction to R, you will master the basics of this beautiful open source language, inc... [Learn More](#)

[Start Course](#)



Importing Data in R (Part 1)

Importing data into R to start your analyses: it should be the easiest step. Unfortunately, this ... [Learn More](#)

[Start Course](#)

Excel 2016 Tutorials

Cost to students \$0

COURSE
Excel 2016 Essential Training with Dennis Taylor

	Jan	Feb
3		
4 Sales	\$ 120.0	\$ 180
5 Expenses	100.0	110
6 Profits	\$ 20.0	\$ 70

8h 53m Beginner Views: 5,742,441

COURSE
Excel 2016: Advanced Formatting Techniques with Dennis Taylor

3h 29m Advanced Views: 181,650

COURSE
Excel 2016: Tips and Tricks with Dennis Taylor

5h 51m Beginner Views: 490,371

COURSE
Excel 2016: Macros in Depth with Dennis Taylor

Save time by automating repetitive tasks with Excel macros. Learn how to record, with VBA.

3h 33m Intermediate Views: 402,557