

# Crafting a Better GCI: Why don't teams stay together?

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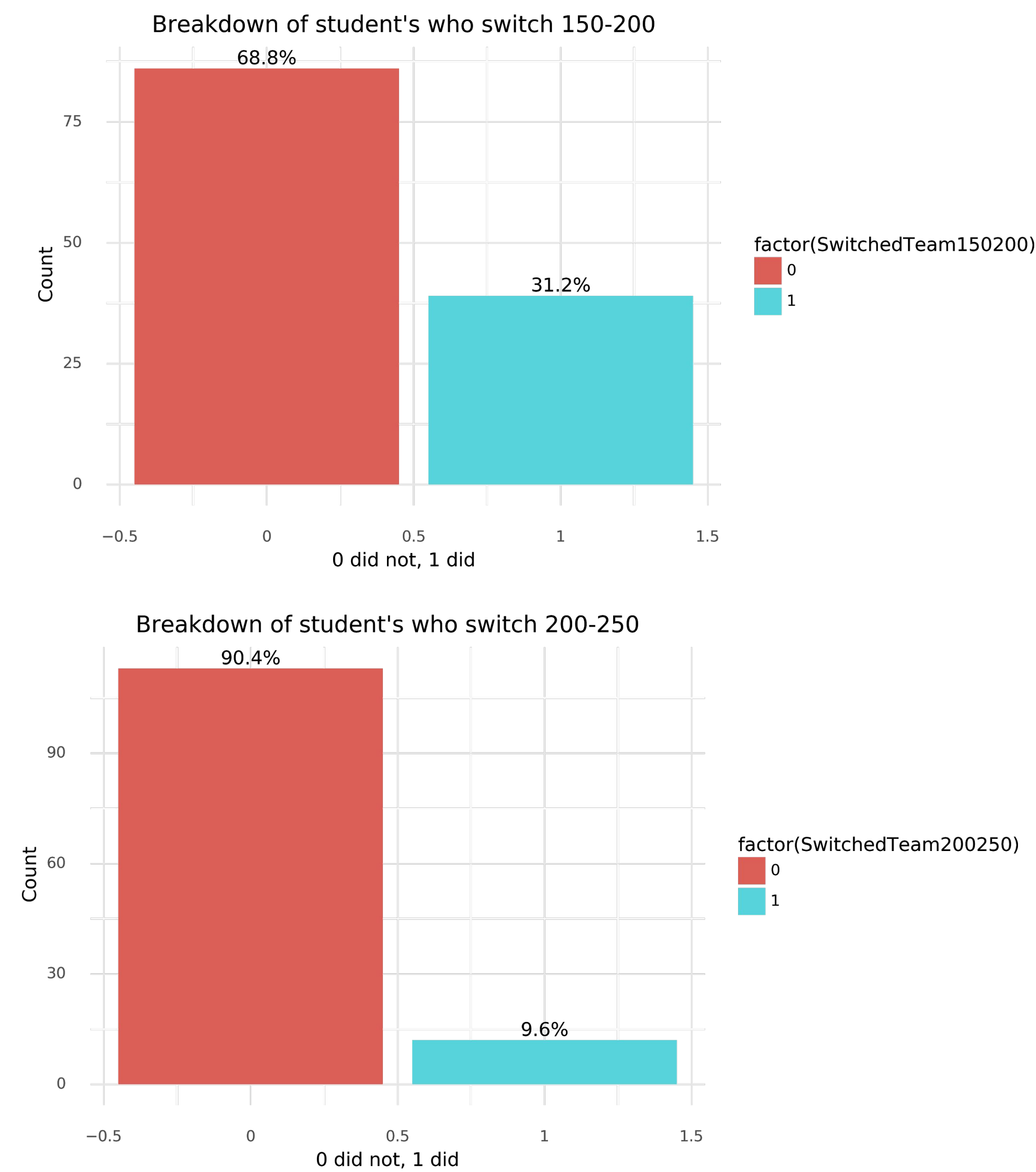


## Abstract

- GCI is a **course** that challenges students **tackle broad issues in teams** within their first 2 years at Chapman University
- A **survey** was sent out to students enrolled in their **last semester** (GCI 250) to gather **anonymous** information regarding **when and why people switch groups**, as well as their **overall satisfaction** with the course
- The survey **results** showed that many people **left their teams** between GCI 150-200 **due to faulty group dynamics** but between GCI 200-250 the reason for switching was **scheduling conflict**
- **Future directions** would include **delivering the raw data** from the surveys to Dr. Goldsmith and Rebecca Green and send out **follow up surveys** for students to **elaborate** on their GCI experience and provide **suggestions** for its **improvement**

## Methods

- **Data** collected from current GCI students via **Google Form**
  - Professor Welles asked GCI professors to send the survey to their students
  - **Volunteer-based and anonymous survey**
- Survey gathered students' perspective
  - **10 sections, 12 questions**, length of survey depended on answer choices
  - Gathered demographic, major/minor, likes/dislikes of program, and **reasons for switching**
  - **11 of 12 multiple choice** questions
- **Questions regarding team switching:**
  - Utilized **yes or no** questions for **if** they changed teams
  - **Multiple choice** for **why** they changed teams: scheduling conflicts, group dynamics, disinterest in topic, and other
- **Complemented** this data with **Rebecca Green's information** on number of students switching from established teams



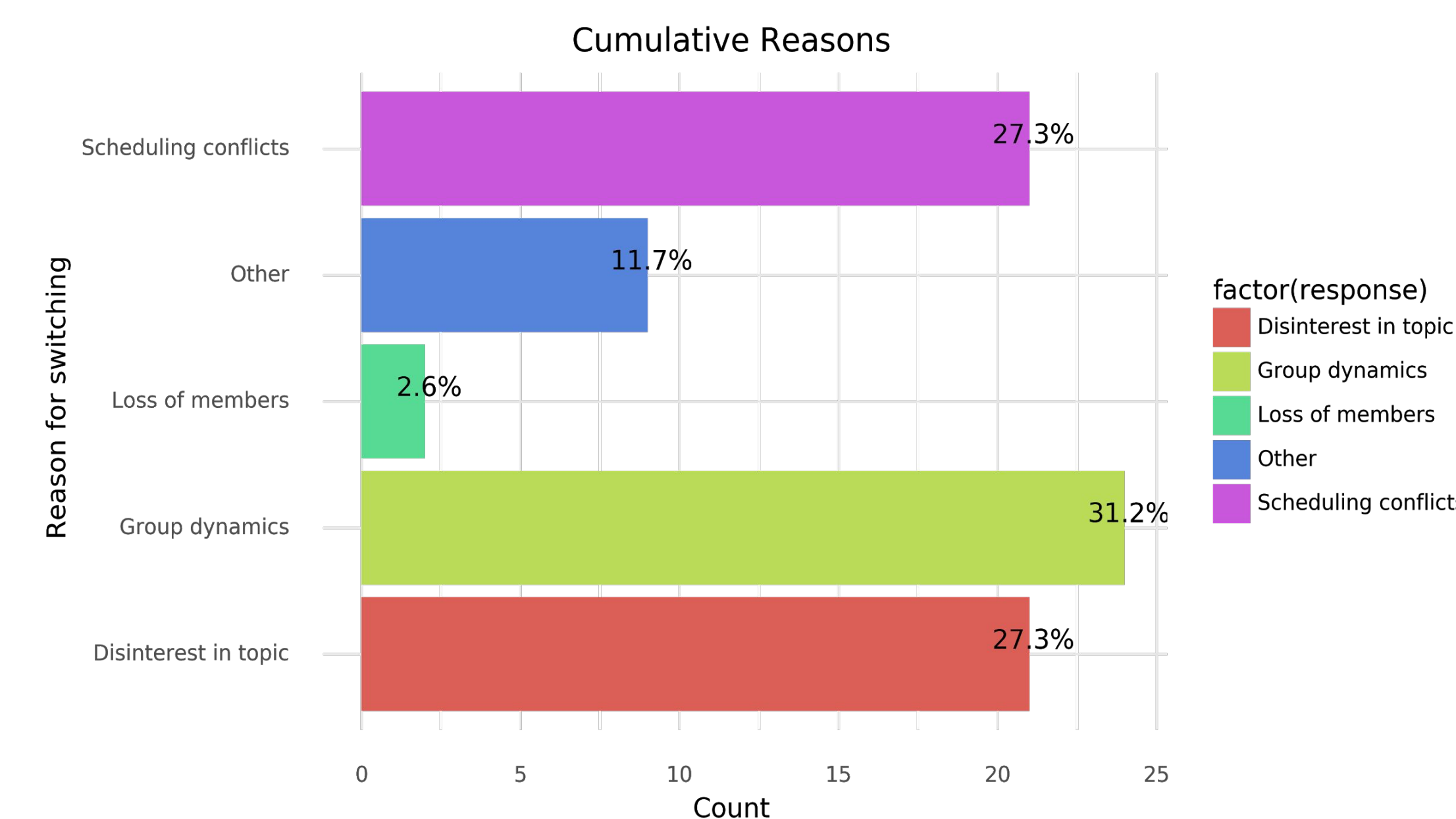
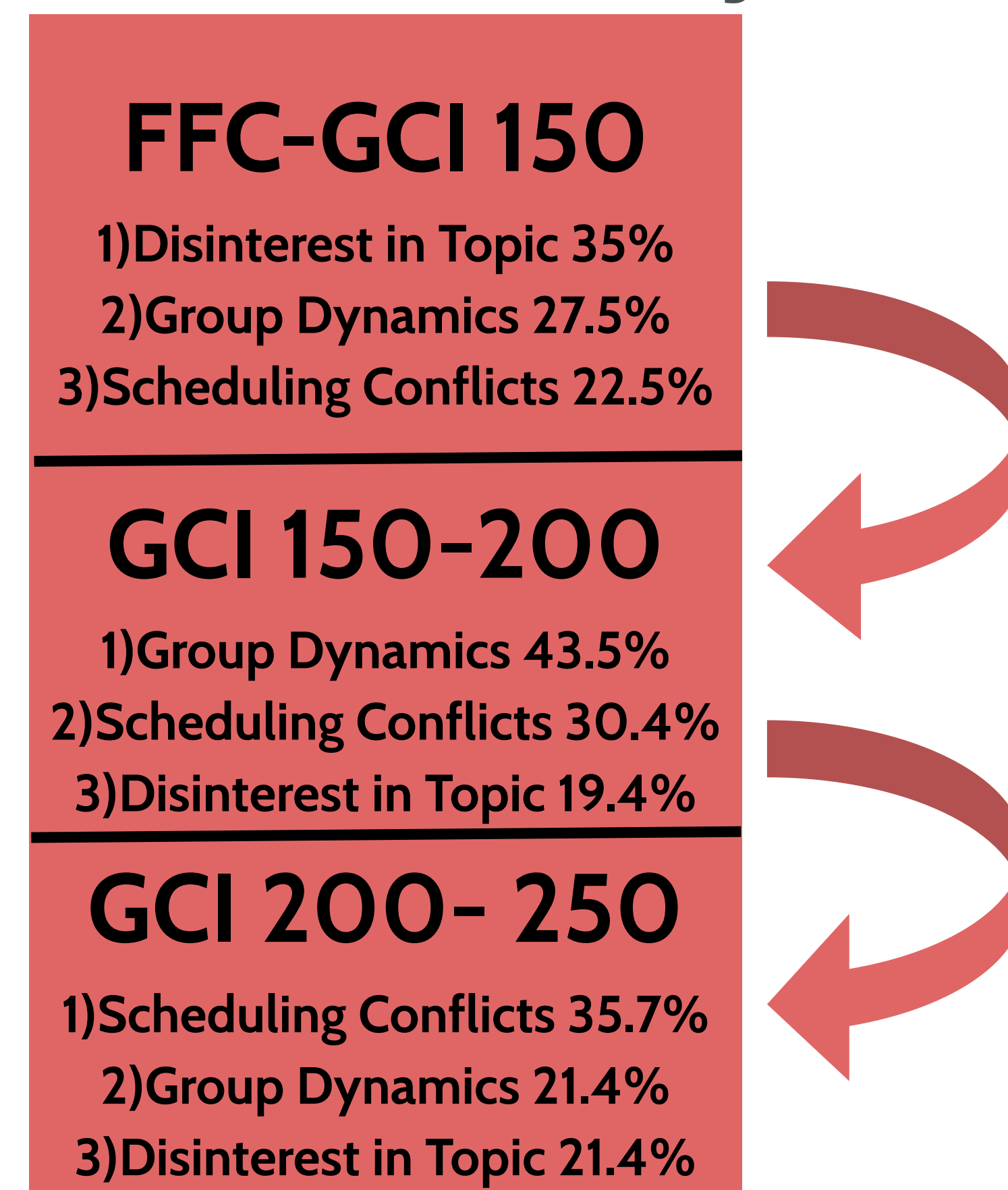
## Discussion

- **Not a consistent reason** for switching between all semesters of GCI, but biggest influence came from **Group Dynamics** (Hirvonen, 1970)
- We **expected scheduling conflicts**
- We will **pass all data** collected to **Dr. Goldsmith and Rebecca Green** to use for future **class selection** to **increase team retention** and **topic development**
- **3 out of 5 student satisfaction** level for GCI program
- Students felt they **improved most** on use of **primary literature, teamwork skills and ability to communicate via written, scientific analysis** developed greatly
- A **future study** could be conducted to understand issues
  - a. **not easy fix** and requires more **student satisfaction surveys and inquiry** to understand how group dynamics are an issue
  - b. **Chapman surveys** for student input to improve the course to allow students to **join desired team** (Hansen,1953)

## Introduction

- The **purpose of the GCI Program** is to provide **undergraduate students** the ability to **work towards a Grand Challenge** in the world
- Examples are health technology or **microplastics**
- **Intended** to be taught over the course of **four semesters**, giving groups ample time to **understand and adequately attack** their topic
- **major fault** is that students are **only set up for success** if they have been with the same group since FFC 100 or SCI 150
- Several **issues** students have faced are **registration conflicts, poor group dynamics, or a lack of interest** in their chosen topic
- Thus create a **tough situation** where **students do not benefit** from the program as outlined in the course syllabus as well as Chapman's website
- While these are **known problems**, there is **not an organized way to track why and when** people switch groups, which subsequently makes it **difficult to improve** the course to students' needs.

## Results of Survey



- The student breakdown graphs were created from data received from Rebekah Green.
- The cumulative reasons graphs was created from data collected via the student survey.

## Citations

-Hirvonen, Pasi. [PDF] *Understanding Small Group Dynamics Through Positioning Theory: Semantic Scholar*. 1 Jan. 1970, [www.semanticscholar.org/paper/Understanding-Small-Group-Dynamics-Through-Theory-Hirvonen-Pasi/8a831626f57a0eccf919531b939d3bafa1d80640](http://www.semanticscholar.org/paper/Understanding-Small-Group-Dynamics-Through-Theory-Hirvonen-Pasi/8a831626f57a0eccf919531b939d3bafa1d80640).

-Information from the Chapman University website regarding GCI

-Thionet P, Hansen MH, Hurwitz WN, Madow WG. *Sample Survey Methods and Theory*. *Econometrica*. 1955;23(1):111. doi:10.2307/1905593

## Acknowledgements

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