Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@gemailserver.com>
Reply-To: GERC <trigger@gemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuir.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZxSapecMI%26Q_R%3DR_7Pw35CG1joSt577%26Q_R_DEL%3D1&token=M2liM20LQjRoqXFYxINMBQR3gxMnjEOcEzqwqjHLaA%3D

ENGL 1102 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
ENGL

Course Number
1102

General Education Objective
1: Written Communication

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
attejenn@isu.edu

Your Name
Jennifer Eastman Attebery

Your Campus Phone Number
282-2478
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 1 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others. 100
v. Address readers' biases and assumptions with well-developed evidence-based reasoning. 100

Additional comments regarding learning outcome achievement data:

All of the randomly sampled student work from the end of the semester was evaluated by a faculty team as adequate or better in competencies 4 and 5. However, there was a low overall average in the adequate to good range.

List the direct and indirect assessment materials that were collected for this course during the past year.

1. All faculty teaching ENGL1102 were asked to respond to a survey regarding student achievement in regards to competencies 4 and 5. 92% response rate
2. All student enrolled in ENGL1102 were asked to respond to a survey regarding their confidence of their abilities in regards to competencies 4 and 5. 20.2% response rate
3. Using a random number generator, sections of ENGL1102 were selected and students within those sections selected to submit early semester and late semester papers

Outline the process by which assessment materials were reviewed.

Director of Composition compiled and summarized surveys in an assessment report to the department.

Faculty team read and scored student papers using a holistic scale and reading especially for the skills specified in competencies 4 and 5. Director of Composition compiled and summarized these results in an assessment report to the department.

Summarize key findings from review of direct and/or indirect assessment materials.

Surveys indicate that students are more confident of their writing competency than are faculty. Three key areas of concern are (1) students' ability to explain the differences between primary and secondary sources, (2) students' ability to identify and explain the range of disciplinary, ideological, and rhetorical perspectives that characterize academic writing, and (3) students' ability to synthesize material from differing sources.

Student papers indicate improvement from early to late semester in elements of research and argument. However, the scores for competencies in research and argument hover between adequate and good even for the late semester papers. The lowest scored papers tend to have the greatest difficulty with synthesizing material.

Summarize any steps taken or planned in response to assessment results.

Director of Composition compiled the following recommendations for the teaching of ENGL1102, which have been discussed by our Composition Committee and shared with English faculty and adjuncts at the beginning of fall semester 2016.

Concerning the course:

1. Teach research and discipline-specific conventions early and often in ENGL1102 (rather than beginning the course with personal writing).
2. Introduce examples of primary and secondary research early and often in ENGL1102, including the skills of synthesizing sources.
3. Continue to develop skills of peer review and editing in ENGL1102 (skills emphasized in 1101).

Concerning the assessment:

4. Revise assessment surveys to eliminate some of the jargon that even faculty might find difficult to follow.
5. Norm the group of raters evaluating the randomly selected essays.
6. Conduct the surveys earlier in the semester.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.
   No changes.

Embedded Data
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The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab.

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTe80Ul9aeOv82vHL6ybc1D2BU%3D
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 1 learning outcome that was assessed during the reporting period. Select “Not Assessed” if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:

Our revised Assessment Plan, dated 7/11/16, is still going through changes. However, in part B: Assessment Method, we state: "The Assessment Committee will assess the learning outcomes of HONS 1101 according to the following schedule: outcomes 1 and 2, will be reviewed in spring semester of 2017; outcomes 3 and 4 will be reviewed in the spring semester of 2018; outcomes 5 and 6 (and 7) will be reviewed in the spring semester of 2019. Instructors from each section of HONS 1101 will be required to submit syllabi and graded essays from two separate writing assignments with the assignment prompts, three weeks after the start of the spring semester.

I have Drs. Schmidt and VanWinkle’s syllabi and have requested graded written assignments from their classes no later than the third week of Spring 2017. At which time the Assessment Committee will evaluate five randomly selected essays from each of the assignments and discuss the results, looking for areas where the courses seem to be succeeding and areas where additional work might be needed.

We will use the rubric once we have the assignments (in Spring 2017). At this point in time, nothing has been assessed but we will follow our plan of action in the assessment report now under consideration.

List the direct and indirect assessment materials that were collected for this course during the past year.

We will collect two paper assignments from each instructor and then randomly select 5 papers for each assignment, reviewing twenty papers in all.

Outline the process by which assessment materials were reviewed.

NA

Summarize key findings from review of direct and/or indirect assessment materials.

NA

Summarize any steps taken or planned in response to assessment results.

NA

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

No – They will.

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

I just know in our assessment we will need to add competency #7 into the assessment plan.

Embedded Data

ResponseID  R_eVaDJrlIKW7vpL7
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>  Sun, Nov 13, 2016 at 3:51 PM
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To: gercmail@isu.edu

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COMM 1101 2015-2016 Academic Year
General Education Assessment Reporting Receipt

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Response Summary:

Departmental Prefix
COMM

Course Number
1101

General Education Objective
2: Oral Communication

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
disananc@isu.edu

Your Name
Nancy J. Legge

Your Campus Phone Number
282-3771
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 2 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding. 77

ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors. rhetorical situation. 56

iv. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience. 72

v. Employ effective verbal and nonverbal behaviors that support communication goals. 73

vi. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others. 48

Additional comments regarding learning outcome achievement data:

We were unable to complete a pre- and post-test for the spring semester, so our data is only based on limited summer sections. We are collecting complete data for fall 2016 sections.

List the direct and indirect assessment materials that were collected for this course during the past year.

Based on when the assessment plan was created, approved, and discussed with Comm 1101 faculty, the process began in Summer 2016. The direct assessment materials for the data reported were: syllabus review, pre- and post-test of random summer sections, evaluation of written work submitted by students. The indirect assessment materials for the data reported were: collecting final exam from summer course (midterm exams were not administered in the summer). The full assessment plan has begun for the course in Fall 2016 (e.g. pre- and post-test for all sections, and then random evaluation of 4 sections/100 students).

Outline the process by which assessment materials were reviewed.

The course director collected pre- and post tests, compiled the data for each of the 5 objectives assessed (Goal 3 is not assessed). The course director met with three full-time 1101 instructors to review the data. In addition, this committee reviewed the outlines/written work from the three required course assignments in light of learning competencies 1, 2, 4, 5, and 6. This included review of both student written work and instructor evaluations of the work. The rubric provided by the State Board of Education Oral Communication Working Group was used to assess the students according to the scale: "entry-level expectation," "meets course expectations," or "exceeds course expectations" for each of the competencies.

Summarize key findings from review of direct and/or indirect assessment materials.

The data reveal that 2/3 to 3/4 of the students are achieving Goals 1, 4, and 5, and a little over 50% to a little under 50% of the students are achieving Goals 2 and 6. The qualitative assessment was consistent with this data, as students tend to meet or exceed expectations for the first assignment but more students meet course expectations or reflect a slightly better than entry-level expectation for second and third assignment (which reflect the reasoning/persuasion (competency 2) and critical thinking (competency 6) objectives). The course emphasizes these two competencies through two presentation assignments because students have little previous experience with them, and it takes some time for students to learn, apply and improve their reasoning, persuasive, and critical thinking abilities.

Summarize any steps taken or planned in response to assessment results.

This is a start to our assessment plan, and in general, it reveals representative results that are also reflected in the course performance and grades. However, with a bigger sample size and a more systematic review of all 1101 sections, and with clarity about the assessment process for all instructors, we believe that we will be able to target the reasoning, persuasion, and critical goals of the course to help more students integrate, apply, and demonstrate these competencies in their work. Our EOP instructors and courses have been fluctuating. We have not yet included their data in our assessment, but we will begin including them in the second semester. Online sections have been included for initial (summer) assessment.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

No – The data only represents limited summer sessions, no EOP.

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

We are early in the process, so it seems premature to suggest changes when we are just getting the process established. We appreciate the opportunity to do this and to participate in the process.
Embedded Data
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Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

Thu, Oct 27, 2016 at 11:06 AM

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MATH 1123 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
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Response Summary:

Departmental Prefix
MATH

Course Number
1123

General Education Objective
3: Mathematics

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
wolpjamte@isu.edu

Your Name
Jim Wolper

Your Campus Phone Number
2453
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 3 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Read, interpret, and communicate mathematical concepts. 0

ii. Represent and interpret information/data. 0

Additional comments regarding learning outcome achievement data:

For this reporting period we were unable to obtain direct student performance data (the assessment plan was approved too late). We now give each instructor an introduction to the General Education assessment process before the semester begins, so we expect better data next year.

List the direct and indirect assessment materials that were collected for this course during the past year.

We collected syllabi and final exams for this course.

Outline the process by which assessment materials were reviewed.

Our assessment committee reviewed all syllabi and final exams. The syllabi are well-aligned with the Objectives and Outcomes, and the final exams had questions that addressed them appropriately.

Summarize key findings from review of direct and/or indirect assessment materials.

We do not see the need for any changes to this course based on these results. This course as delivered satisfies its general education role.

Summarize any steps taken or planned in response to assessment results.

See above.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

The General Education Learning Objectives (GEOs) are schedule for review by the State Board in 2017 and we will address changes then. For the record, we opposed the current GEOs as too narrow and too computationally oriented; other institutions have also objected that the GEOs as originally written were too inclusive in the sense that middle school mathematics would satisfy them, so the phrase “college-level” was added. However, there is no universal agreement on what “college-level” means; this must be addressed as well.

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Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemalserver.com>
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To: gercmail@isu.edu

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MATH 1127 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
MATH

Course Number
1127

General Education Objective
3: Mathematics

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
wolpjam@isu.edu

Your Name
Jim Wolper

Your Campus Phone Number
2453
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 3 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Read, interpret, and communicate mathematical concepts. 66
ii. Represent and interpret information/data. 67

List the direct and indirect assessment materials that were collected for this course during the past year.

We collected syllabi and final exams for this course.

Outline the process by which assessment materials were reviewed.

Our assessment committee reviewed all syllabi and final exams. The syllabi are well-aligned with the Objectives and Outcomes, and the final exams had questions that addressed them appropriately.

Summarize key findings from review of direct and/or indirect assessment materials.

We do not see the need for any changes to this course based on these results. This course as delivered satisfies its general education role.

Summarize any steps taken or planned in response to assessment results.

None.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

The General Education Learning Objectives (GELOs) are scheduled for review by the State Board in 2017 and we will address changes then. For the record, we opposed the current GELOs as too narrow and too computationally oriented; other institutions have also objected that the GELOs as originally written were too inclusive in the sense that middle school mathematics would satisfy them, so the phrase "college-level" was added. However, there is no universal agreement on what "college-level" means; this must be addressed as well.

Embedded Data

ResponseID  R_7UKs9teJzjiVXIr
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuisr.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMI%26Q_R%3DR_ddkGoL06opuM8cZ%26Q_R%3DDL%3D1&token=joFon5gHmUbLdWQ6MX7I0QVQoxClzP7s0%2F9oT7bXP3o%3D

MATH 1130 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuisr.co1.qualtrics.com%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
MATH

Course Number
1130

General Education Objective
3: Mathematics

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
wolpjam@isu.edu

Your Name
Jim Wolper

Your Campus Phone Number
2453
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 3 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:

For this reporting period we were unable to obtain direct student performance data (the assessment plan was approved too late). We now give each instructor an introduction to the General Education assessment process before the semester begins, so we expect better data next year.

List the direct and indirect assessment materials that were collected for this course during the past year.

We collected syllabi and final exams for this course.

Outline the process by which assessment materials were reviewed.

Our assessment committee reviewed all syllabi and final exams. The syllabi are well-aligned with the Objectives and Outcomes, and the final exams had questions that addressed them appropriately.

Summarize key findings from review of direct and/or indirect assessment materials.

We do not see the need for any changes to this course based on these results. This course as delivered satisfies its general education role.

Summarize any steps taken or planned in response to assessment results.

See above.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

The General Education Learning Objectives (GELOs) are scheduled for review by the State Board in 2017 and we will address changes then. For the record, we opposed the current GELOs as too narrow and too computationally oriented; other institutions have also objected that the GELOs as originally written were too inclusive in the sense that middle school mathematics would satisfy them, so the phrase "college-level" was added. However, there is no universal agreement on what "college-level" means; this must be addressed as well.

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Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

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Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

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MATH 1153 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess
general education learning outcomes in your course. If after reviewing your Response Report
below you would like to make any changes, please click on the link above to access and amend
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in the Institutional Research Channel of Bengalweb on the Academics tab
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Response Summary:

Departmental Prefix
MATH

Course Number
1153

General Education Objective
3: Mathematics

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
wolpjam@isu.edu

Your Name
Jim Wolper

Your Campus Phone Number
2453
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

Yes. Proposed changes are indicated on GERC's Google Docs version of the assessment plan document.

Please indicate the percentage of students who satisfied each Objective 3 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:

For this reporting period we were unable to obtain direct student performance data (the assessment plan was approved too late). We now give each instructor an introduction to the General Education assessment process before the semester begins, so we expect better data next year.

List the direct and indirect assessment materials that were collected for this course during the past year.

- Syllabi and Final Exams

Outline the process by which assessment materials were reviewed.

Our assessment committee reviewed all syllabi and final exams. The syllabi are well-aligned with the Objectives and Outcomes, and the final exams had questions that addressed them appropriately.

Summarize key findings from review of direct and/or indirect assessment materials.

We do not see the need for any changes to this course based on these results. This course as delivered satisfies its general education role.

Summarize any steps taken or planned in response to assessment results.

See above.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

The General Education Learning Objectives (GELOs) are scheduled for review by the State Board in 2017 and we will address changes then. For the record, we opposed the current GELOs as too narrow and too computationally oriented; other institutions have also objected that the GELOs as originally written were too inclusive in the sense that middle school mathematics would satisfy them, so the phrase “college-level” was added. However, there is no universal agreement on what “college-level” means; this must be addressed as well.

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GERC Reporting Receipts

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To: gercmail@isu.edu

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MATH 1160 2015-2016 Academic Year  
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab:
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxvb8Z0HoYTMMe80Ulj9aeOv8yO68bc1D2BU%3D

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Response Summary:

Departmental Prefix
MATH

Course Number
1160

General Education Objective
3: Mathematics

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
woljame@isu.edu

Your Name
Jim Wolper

Your Campus Phone Number
2453
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 3 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:
For this reporting period we were unable to obtain direct student performance data (the assessment plan was approved too late). We now give each instructor an introduction to the General Education assessment process before the semester begins, so we expect better data next year.

List the direct and indirect assessment materials that were collected for this course during the past year.
- Syllabi and Final Exams, some assignments

Outline the process by which assessment materials were reviewed.
- Our assessment committee reviewed all syllabi and final exams. The syllabi are well-aligned with the Objectives and Outcomes, and the final exams had questions that addressed them appropriately.

Summarize key findings from review of direct and/or indirect assessment materials.
- The GELOs for this course are inappropriate; the first two outcomes in Objective 1 properly belong in Math 1143 (which is not a GEM course), although they were in fact addressed on the indirect materials. Otherwise, the syllabi are well-aligned with the Objectives and Outcomes, and the final exams had questions that addressed them appropriately.

Summarize any steps taken or planned in response to assessment results.
No changes to the course but the GELOs need revision (see below).

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.
The General Education Learning Objectives (GELOs) are scheduled for review by the State Board in 2017 and we will address changes then. For the record, we opposed the current GELOs as too narrow and too computationally oriented; other institutions have also objected that the GELOs as originally written were too inclusive in the sense that middle school mathematics would satisfy them, so the phrase "college-level" was added. However, there is no universal agreement on what "college-level" means; this must be addressed as well.

In particular, the outcomes for this course are far too technical and do not address its general education role.

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GERC Reporting Receipts

GERC <noreply@qemallserver.com>  
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To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuisuir.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMI%26Q_R%3DR_8wv8dDLqOJpwoUB%26Q_R_DEL%3D1&token=AaDLqJ4c%2FK9p8gB9akY%2BevIEBkkh2601PBFWchkwXA70%3D

MATH 1170 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80Ulij9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
MATH

Course Number
1170

General Education Objective
3: Mathematics

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
wolpjam@isu.edu

Your Name
Jim Wolper

Your Campus Phone Number
2453
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 3 learning outcome that was assessed during the reporting period. Select “Not Assessed” if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:

For this reporting period we were unable to obtain direct student performance data (the assessment plan was approved too late). We now give each instructor an introduction to the General Education assessment process before the semester begins, so we expect better data next year.

List the direct and indirect assessment materials that were collected for this course during the past year.

- Syllabi and final exams.

Outline the process by which assessment materials were reviewed.

Our assessment committee reviewed all syllabi and final exams. The syllabi are well-aligned with the Objectives and Outcomes, and the final exams had questions that addressed them appropriately.

Summarize key findings from review of direct and/or indirect assessment materials.

We do not see the need for any changes to this course based on these results. This course as delivered satisfies its general education role.

Summarize any steps taken or planned in response to assessment results.

See above.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

The General Education Learning Objectives (GELOs) are scheduled for review by the State Board in 2017 and we will address changes then. For the record, we opposed the current GELOs as too narrow and too computationally oriented; other institutions have also objected that the GELOs as originally written were too inclusive in the sense that middle school mathematics would satisfy them, so the phrase “college-level” was added. However, there is no universal agreement on what “college-level” means; this must be addressed as well.

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GERC Reporting Receipts

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab.

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTm80Ul9jOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
MATH

Course Number
2256

General Education Objective
3: Mathematics

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
wolpjam@isu.edu

Your Name
Jim Wolper

Your Campus Phone Number
2453
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 3 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:

For this reporting period we were unable to obtain direct student performance data (the assessment plan was approved too late). We now give each instructor an introduction to the General Education assessment process before the semester begins, so we expect better data next year.

List the direct and indirect assessment materials that were collected for this course during the past year.

Syllabi, final exams

Outline the process by which assessment materials were reviewed.

Our assessment committee reviewed all syllabi and final exams. The syllabi are well-aligned with the Objectives and Outcomes, and the final exams had questions that addressed them appropriately. We also examined some of the GELOs.

Summarize key findings from review of direct and/or indirect assessment materials.

We do not see the need for any changes to this course based on these results. This course as delivered satisfies its general education role.

Summarize any steps taken or planned in response to assessment results.

See above.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

The General Education Learning Objectives (GELOs) are scheduled for review by the State Board in 2017 and we will address changes then. For the record, we opposed the current GELOs as too narrow and too computationally oriented; other institutions have also objected that the GELOs as originally written were too inclusive in the sense that middle school mathematics would satisfy them, so the phrase "college-level" was added. However, there is no universal agreement on what "college-level" means; this must be addressed as well.

The outcomes for this course include the nonsensical statement "perform the arithmetic of different numbers;" instructors did their best to interpret this.

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ResponseID    R_0MMNXTXvpBTGEDP
GERC Reporting Receipts

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Reply-To: GERC <trigger@qemailserver.com>  
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuisu.co1.qualtrics.com%2FSE%2F3FSID%3DSV_5BVu2AZzSapocMI%26Q_R%3DR%3DR_1LLBZ7089Nt24LP%26Q_R_DEL%3D1&token=YLPIcVNi369JgVE81kwqpvmrmsgw7vqYNt2dFwicfmW8%3D

MGT 2216 2015-2016 Academic Year  
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbyv8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
MGT

Course Number
2216

General Education Objective
3: Mathematics

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
peteteri@isu.edu

Your Name
Teri Peterson

Your Campus Phone Number
4861
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 3 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Read, interpret, and communicate mathematical concepts. 76
ii. Represent and interpret information/data. 79
iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems. 69
iv. Apply quantitative reasoning to draw and support appropriate conclusions. 74

Additional comments regarding learning outcome achievement data:

Each of these objectives contained multiple assessment pieces as outlined in the General Education Assessment Plan (GEAP). Each teacher evaluated her sections. She then addressed each of the individual parts of the 4 objectives. For each part that did not exceed 70%, the teacher of that section proposed additional activities, emphases, or assessments to improve performance for that piece of the objective. Since more than one instructor teaches this course, the evaluation results differed among the sections.

List the direct and indirect assessment materials that were collected for this course during the past year.

The direct assessment instrument used was the computer lab test administered near the end of the semester. This assessment instrument covers all four of the specific objectives listed for an Objective 3 general education course. For the indirect assessment each instructor provided syllabi, example JMP/Excel deliverables, and an example class activity that was used to scaffold student learning. Based on the syllabi, deliverables and activities, the instructors agreed that these documents provide adequate evidence to ensure the objectives are met.

Outline the process by which assessment materials were reviewed.

An Excel spreadsheet was created to evaluate the computer lab test. Each objective consisted of multiple parts. All students were evaluated on each part. Percentages were calculated for each of the 4 objectives within this overall goal/objective course.

Syllabi, deliverables, and activities were shared among the instructors. The instructors assessed the other instructor's materials to assure that they addressed the objectives.

Summarize key findings from review of direct and/or indirect assessment materials.

The only objective that did not exceed 70% was the third objective: Select, execute, and explain appropriate strategies/procedures when solving mathematical problems. Different sections of the course had issues with individual parts of this objective. The individual teachers have developed, discussed and agreed upon changes in activities, assignments and emphases to address these issues.

The other three objectives all exceeded 70%. However, individual aspects were identified as needing additional changes to assure the performance improves.

Summarize any steps taken or planned in response to assessment results.

Each instructor evaluated assessment results and proposed specific additional activities, emphases, or assessments to improve performance for that piece of the objective. Subsequently the instructors met, discussed, and agreed upon changes in the course to address any issues.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

none

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GERC Reporting Receipts

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Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuisu.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMI%26Q_R%3DR_4Vr4r6aY6eQ4JF3%26Q_R_DEL%3D1&token=TsZPIFZ0vSrqE%2BJt7cyZwnDO42ynFqmPckJS9hpa8nc%3D

RCET 1372 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
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Response Summary:

Departmental Prefix
RCET

Course Number
1372

General Education Objective
3: Mathematics

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
norrand@isu.edu

Your Name
Randy L Norton

Your Campus Phone Number
208-282-4007
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 3 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Read, interpret, and communicate mathematical concepts. 89
ii. Represent and interpret information/data. 95
iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems. 98
iv. Apply quantitative reasoning to draw and support appropriate conclusions. 92

Additional comments regarding learning outcome achievement data:

None

List the direct and indirect assessment materials that were collected for this course during the past year.

Homework, exams, in-class discussion of the mathematical process for the particular sections.

Outline the process by which assessment materials were reviewed.
Grading of exams, homework, and review of the overall progress of the class.

Summarize key findings from review of direct and/or indirect assessment materials.
No significant changes between semesters/classes.

Summarize any steps taken or planned in response to assessment results.
Continue processes currently in place.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

No – 1 section is taught each semester.

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.
None

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ResponseID  R_4Vr4r6aY6eQ4JF3
Appendix 3. GERC Reporting Receipts

Humanities
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

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Reply-To: GERC <trigger@qemalservcer.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuir.co1.qualtrics.com%2FSE%2F%3FID%3DSV_58Bu2AZsSacpMI%26Q_R%3DR_b CW3wNTTUFdAtNz%26Q_R_DEL%3D1&token=d6sX54QwAMzKMOvFikkK%2BCqKP%2BOiPzejQHAbN8FeY%3D

ENGL 1110, 1115, 1126, 2257, 2258 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbox8Z0HoYTM80Uj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
ENGL

Course Number
1110, 1115, 1126, 2257, 2258

General Education Objective
4: Humanities, Fine Arts, and Foreign Languages

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
attejenn@isu.edu

Your Name
Jennifer Eastman Attebery

Your Campus Phone Number
282-2478
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)
No

Please indicate the percentage of students who satisfied each Objective 4 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:
This first assessment cycle reviewed syllabi and representative major assignments of all ENGL objective 4A courses. For this cycle, student work was not assessed. So this cycle looked only at delivery of the courses. Student achievement will be the focus of the second assessment cycle during 2016-17 (in fact, during November we are just beginning to collect the student work for that assessment).

List the direct and indirect assessment materials that were collected for this course during the past year.
Syllabi and representative major assignments of all ENGL objective 4A courses were collected.

Outline the process by which assessment materials were reviewed.
A faculty team from the English Undergraduate Committee assessed the syllabi and representative assignments using the GERC-approved rubrics (which ask the assessor to determine whether the course was designed to meet the stated competencies). Five of the seven competencies needed to be demonstrated. For these ENGL courses, one creative competency ("interpret artistic and/or humanistic works through the creation of art or performance") is not applicable, and another contextual competency ("Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts"), while incorporated into ENGL 4A courses, is less emphasized, especially in 1110. Based on the assessors' work, the Director of Undergraduate Studies in English prepared an assessment report.

Summarize key findings from review of direct and/or indirect assessment materials.
The assessors found that at least five competencies were present in the learning objectives, as reflected in syllabi and assignments, for courses offered on the ISU campus by long-established ISU faculty and adjuncts. However, the competencies are not evidenced in courses offered by many (but not all) dual-enrollment (aka "Early College") adjuncts and graduate teaching assistants. In those courses, either the objectives were not clearly alluded to in the syllabi or the design of the courses was not set up in such a way as to promote the competencies.

Summarize any steps taken or planned in response to assessment results.
Results were presented to English dual-enrollment adjuncts, departmental adjuncts, and English faculty at workshops and the first faculty meeting in fall 2016. Information about the objective 4A competencies was shared, and graduate faculty mentoring graduate student teaching were urged to ensure that any sections taught or co-taught by graduate students incorporated learning objectives sufficient to cover five of the competencies.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.
No changes suggested.

Embedded Data
ResponseID R_bCW3wNTTUFdAtNz
GERC Reporting Receipts

GERC <noreply@qemailserver.com>
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To: gercmail@isu.edu

Fri, Oct 28, 2016 at 3:17 PM

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisu.red.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMl%26Q_R%3DR_DEL%3D1&token=Nqxdlllx80dl8Dilwa1433INr0UH%2F7f4wsjMfJgQC8%3D

TGE 1257 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab

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Response Summary:

Departmental Prefix
TGE

Course Number
1257

General Education Objective
4: Humanities, Fine Arts, and Foreign Languages

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
benngeof@isu.edu

Your Name
Geoffrey Bennett

Your Campus Phone Number
3200
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 4 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).  80

List the direct and indirect assessment materials that were collected for this course during the past year.

Final Exam

Outline the process by which assessment materials were reviewed.

Reviewed by Assessment Review committee with Rubric from assessment plan.

Summarize key findings from review of direct and/or indirect assessment materials.

We felt that the Final prompt needed to be adjusted or amended to more adequately address the specific objective area tested.

Summarize any steps taken or planned in response to assessment results.

Final will be adjusted, beginning Fall 2016, to more adequately and directly address objective #4.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

n/a

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ResponseID   R_0Bw8mTo8j9fF98F
Fine Arts
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

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CMP 2250 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80ULl9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
CMP

Course Number
2250

General Education Objective
4: Humanities, Fine Arts, and Foreign Languages

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
ownbterr@isu.edu

Your Name
Terry Ownby

Your Campus Phone Number
6453
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 4 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience. 92

ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s). 92

iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline. 92

iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts. 92

vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis. 92

vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints. 77

List the direct and indirect assessment materials that were collected for this course during the past year.

Written assignments (direct), final exams (direct), and syllabi (indirect).

Outline the process by which assessment materials were reviewed.

Participants for both semester were totaled (N=84). A random sample (n=13) of the entire population was taken. After reviewing their exams and written assignment grades, each student's final grade was assessed using the indicated rubric.

Summarize key findings from review of direct and/or indirect assessment materials.

Student learning outcomes for the course were accomplished through 15 written assignments, 2 exams, and through Question and Answer Forums (this is an online course).

Summarize any steps taken or planned in response to assessment results.

Six of the seven learning competencies have been identified as applicable to this course. Upon reviewing the syllabus (indirect assessment tool), the learning competencies have been collapsed into three specific Student Learning Outcomes (SLO). I think the SLOs can be expanded to more explicitly address the Objective Four learning competencies and these will be changed in future syllabi.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Embedded Data

ResponseID R_0pwSLkquOCtgwF7
Foreign Languages
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuislur.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzsApocMl%26Q_R%3DR_37qJ6jO2rx4RQ9%26Q_R_DEL%3D1&token=5MiZ%2FmQ0Jj4Cqm678peENb14v%2BwzJMoB6nnzDzPl%2Bog%3D

ANTH/SHOS 1101-1102 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab.

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Response Summary:

Departmental Prefix
ANTH/SHOS

Course Number
1101-1102

General Education Objective
4: Humanities, Fine Arts, and Foreign Languages

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
reedkath@isu.edu

Your Name
Katherine Reedy

Your Campus Phone Number
6137
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 4 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s). 100

iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline. 90

List the direct and indirect assessment materials that were collected for this course during the past year.

Course syllabus, quizzes, midterm exam, discussions with instructor.

Outline the process by which assessment materials were reviewed.

The content of all assessment materials were reviewed for how they align with the learning outcomes. Quizzes and the midterm were reviewed for student performance and understanding of the materials presented.

Summarize key findings from review of direct and/or indirect assessment materials.

The overwhelming majority of students are learning the linguistic concepts of Shoshoni, and the terminologies and methodologies for analyzing and learning an indigenous language. They demonstrate understanding technical elements of linguistics relative to Shoshoni language and culture.

Summarize any steps taken or planned in response to assessment results.

None

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Embedded Data

ResponseID R_37qJ6jO2rx4RQ9
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

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FREN 1102 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
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Response Summary:

Departmental Prefix
FREN

Course Number
1102

General Education Objective
4: Humanities, Fine Arts, and Foreign Languages

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
tatavali@isu.edu

Your Name
Valia Tataraova

Your Campus Phone Number
5732
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 4 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience. 100

ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s). 89

iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline. 89

vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints. 89

Additional comments regarding learning outcome achievement data:

Objectives v. and vi. fall outside of the limits of the elementary language instruction. This is why they are excluded from our outcomes assessment proposal.

List the direct and indirect assessment materials that were collected for this course during the past year.

The textbook, "À vous", used in FREN 1102, is a standard introductory text based in national proficiency norms promoted by The American Council on the Teaching of Foreign Languages. All of the relevant Objective 4 criteria are built into the textbook "À vous", including a wide range of literary, artistic, cultural, and historical texts and other media. FREN 1102 sections, use a text, timetable, and weighted grading criteria distributed across exams, homework, composition, oral performance, and participation. A representative sample of syllabi, graded exams, and compositions were collected, along with a syllabus and final grade report for each section.

Outline the process by which assessment materials were reviewed.

The instructors that thought FREN1102 submitted graded samples of exams and compositions across the grade range which were evaluated by the committee for evidence of competence and performance in relation to each one of the learning outcome objectives. Beginning level students cannot be expected to "describe humanistic, historical, or artistic works" in the target language. This is why this part of objective i. can't be measured. On the other hand, every student who participates in 1102 is exposed to multiple examples of these, along with classroom communication questions and daily homework assignments that accompany them. Again, these cross-cultural and humanistic elements embedded in ACTFL norms and measures, are included in the textbook, the homework and the exams we are using in class.

Summarize key findings from review of direct and/or indirect assessment materials.

Traditionally, 100% of students in language courses are exposed to multiple texts of "humanistic, historical, or artistic works." Approximately 85-90% of students show very basic language proficiency in responding to these texts, realia, and ideas in cultural contexts. The extent of these responses is limited by the level of language proficiency. On the other hand, students compositions based on personal experience are rich of cultural diversity. More than 80% of students, can describe themselves and others in written and spoken French. In addition, homework, classroom conversation, and exams constantly require students to compare their own experience across cultures with those of typical representatives of other French-speaking countries across the globe.

Summarize any steps taken or planned in response to assessment results.

There has been some discussion of including a Final review of the cross-cultural materials studied during the semester and that it may become part of the student's Final grade. According to ACTFL's norms, at this level, we have to concentrate mostly on immediate social experience and the basic skills necessary for travel in foreign countries.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

No – We have not offered an online French 1102 during the 2015-2016 Spring and Fall semesters. We do not collect data from ECP instructors.

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

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GERC Reporting Receipts

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Reply-To: GERC <trigger@gemailserver.com>  
To: gercmail@isu.edu

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German 1102 2015-2016 Academic Year  
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab

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Response Summary:

Departmental Prefix
German

Course Number
1102

General Education Objective
4: Humanities, Fine Arts, and Foreign Languages

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
dillsand@isu.edu

Your Name
Sandra Dillon

Your Campus Phone Number
8067
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 4 learning outcome that was assessed during the reporting period. Select “Not Assessed” if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience. 80

ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s). 80

iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline. 80

iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts. 80

v. Interpret artistic and/or humanistic works through the creation of art or performance. 80

vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis. 80

vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints. 80

List the direct and indirect assessment materials that were collected for this course during the past year.

The German Language Committee collected final exams and essays for assessment purposes.

Outline the process by which assessment materials were reviewed.

The committee reviewed the exams and the essays and used the assessment rubric as outlined in the Assessment Methods section of German 1102 to determine if the objective 4 has been met.

Summarize key findings from review of direct and/or indirect assessment materials.

The materials show that students demonstrate satisfactory competence in the humanistic and artistic way of knowing.

Summarize any steps taken or planned in response to assessment results.

No steps will be taken at this time.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

No changes will be made at this time.

Embedded Data
ResponseID R_54R4f95yZbGVz5b
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

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To: gercmail@isu.edu

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SPAN 1102 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
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Response Summary:

Departmental Prefix
SPAN

Course Number
1102

General Education Objective
4: Humanities, Fine Arts, and Foreign Languages

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
huntdani@isu.edu

Your Name
Dan Hunt

Your Campus Phone Number
x3556
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 4 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience. 100

ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s). 87

iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline. 87

vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints. 87

Additional comments regarding learning outcome achievement data:

Objectives v. and vi. are excluded from our outcomes assessment proposal since they fall outside the purview of elementary language instruction.

List the direct and indirect assessment materials that were collected for this course during the past year.

All sections of SPAN 1102 share a text, timetable, and weighted grading criteria distributed across exams, homework, composition, oral performance, and participation. The text, Panorama, is a standard introductory text based in national proficiency norms promulgated by The American Council on the Teaching of Foreign Languages. All of the relevant Objective 4 criteria are built into Panorama, including a wide range of literary, artistic, cultural, and historical texts and other media. A representative sample of syllabi, graded exams, and compositions were collected, along with a syllabus and final grade report for each section.

Outline the process by which assessment materials were reviewed.

Instructors submitted graded samples of exams and compositions across the grade range which were evaluated by the committee for evidence of competence and performance with regard to each of the learning outcome objectives. Because beginning students cannot reasonably be expected to "describe humanistic, historical, or artistic works" in the target language, this part of objective i. can't be measured. On the other hand, every student who participates in 1102 is bombarded with examples of these, along with classroom communication question sets and daily homework assignments that accompany them. Again, these cross-cultural and humanistic elements are embedded in ACTFL norms and measures.

Summarize key findings from review of direct and/or indirect assessment materials.

It goes without saying that 100% of students in language courses are exposed to a wealth of "humanistic, historical, or artistic works." Roughly 80-90% of students could successfully apply terminologies and formal elements specific to language acquisition and production, including the use of grammar and the basic manipulation of style. Around the same number of students demonstrated some degree of very basic proficiency in responding to texts, realia, and ideas in cultural contexts, but again the depth of these responses is necessarily limited by the level of language proficiency. On the other hand, compositions based in personal experience allow somewhat more developed expressions of self and cultural diversity. More than 80% of students, for instance, can describe themselves and significant others in written Spanish. Likewise, homework, classroom conversation, and exams constantly require students to compare their own experience across cultures with those of typical representatives of other Spanish-speaking regions.

Summarize any steps taken or planned in response to assessment results.

There has been some discussion of incorporating more cross-cultural material on exams. We will also look at extending composition topics into cultural themes, though ACTFL norms at this level concentrate on immediate social experience and the rudimentary skills necessary for travel in foreign countries.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

No – We have no mechanism in place for collecting data from ECP instructors.

Embedded Data

ResponseID R_a94NVjCM72RlC3b
GERC Reporting Receipts

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab.

URL to View Results: Click Here

Recipient Data:
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Response Summary:

Departmental Prefix
BIOL

Course Number
1100

General Education Objective
5: Natural Sciences

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
smitrose@isu.edu

Your Name
Rosemary Smith

Your Campus Phone Number
282-3481
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 5 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena. 84
ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments. 87
iii. Interpret and communicate scientific information via written, spoken and/or visual representations. 84
iv. Describe the relevance of specific scientific principles to the human experience. 75
v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis. 87

List the direct and indirect assessment materials that were collected for this course during the past year.

Laboratory: Percent of students who passed (minimum score on a lab activity); scores on 3 laboratory activities, laboratory pre and post- quizzes from 6 laboratories.

Lecture: Student scores on entire exams, % of students answering correctly on specific questions directly related to learning outcomes.

Outline the process by which assessment materials were reviewed.

Faculty aligned assessment questions, exams. or labs (or all three) with each specific Objective learning outcome. They then calculated the average performance on that item by students, OR the percent of students who answered correctly (if a single item). For each section (fall, spring, etc.) the items were then averaged to provide a single number to report.

Summarize key findings from review of direct and/or indirect assessment materials.

Our key findings are that our learning activities are aligned with the learning outcomes. The courses are structured so that between lecture and laboratory activities, students are gaining both foundational knowledge of biology as well as the methods of scientific inquiry and inference.

Summarize any steps taken or planned in response to assessment results.

We plan to revise our data collection methods to that they are more easily aggregated across the sections.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

No – No. Does not include adjunct instructors on other campuses or summer.

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

None. Would like to use course grade as the metric to report, or % of students who passed the course. A syllabus review would be a better method to determine whether or not the course is designed in such a way as to provide the student with opportunities to meet the learning outcomes (e.g. alignment between learning outcome, class activity, assessment). If they pass, then the Objective has been met (learned). Dividing it up into the separate sub-sections is extremely difficult.

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GERC Reporting Receipts

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Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

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BIOL 1101 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
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Response Summary:

Departmental Prefix
   BIOL

Course Number
   1101

General Education Objective
   5: Natural Sciences

Reporting Period
   2015-2016 Academic Year

Your ISU Email Address
   smitrose@isu.edu

Your Name
   Rosemary Smith

Your Campus Phone Number
   2082823481
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 5 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena. 77
ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments. 75
iii. Interpret and communicate scientific information via written, spoken and/or visual representations. 92
iv. Describe the relevance of specific scientific principles to the human experience. 91
v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis. 92

Additional comments regarding learning outcome achievement data:

Aggregated student performance outcomes.

List the direct and indirect assessment materials that were collected for this course during the past year.

Laboratory: scores on Scientific Journal Article summaries, Laboratory experiment reports, pre and post-laboratory quizzes.
Lecture: scores on exams, exam questions, discussions.

Outline the process by which assessment materials were reviewed.

Faculty provided tables of data for each section, with assignments aligned to each subsection of the Objective, and scores recast as % of students who met objective. These percents were then averaged over assignments and the sections and the lab and lecture.

Summarize key findings from review of direct and/or indirect assessment materials.

Key findings were that the course has strong alignment between learning outcomes, class and laboratory activities, and assessments. The results indicate that a majority of students are meeting the learning goals for this Objective course.

Summarize any steps taken or planned in response to assessment results.

The courses are designed to meet the learning outcomes. Plan is to determine what would provide more informative and accurate data. Converting scores (especially for individual exam questions) to % of students that met outcomes is not only inefficient it completely obscures the cumulative learning that occurs and the integration of lecture and lab

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

No – No. Does not include early college or summer adjunct offerings.

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

It would be better to use course grades (converted to percent pass) for the aggregated data in this report and to report the entire Objective, not the subsections. A syllabus review would be more effective to determine whether course structure will meet the sub-sections for student learning goals.

Embedded Data

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GERC Reporting Receipts

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To: gercmail@isu.edu

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CHEM 1100 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
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Response Summary:

Departmental Prefix
CHEM

Course Number
1100

General Education Objective
5: Natural Sciences

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
rodrrene@isu.edu

Your Name
rodrrene@isu.edu

Your Campus Phone Number
2613
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 5 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:

We did not assess this class for this period. We will assess it for the next period.

List the direct and indirect assessment materials that were collected for this course during the past year.

None

Outline the process by which assessment materials were reviewed.

n/a

Summarize key findings from review of direct and/or indirect assessment materials.

n/a

Summarize any steps taken or planned in response to assessment results.

n/a

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

No — n/a

Embedded Data

ResponseID: R_5p9IrTvQ1yEnHsV
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>  Fri, Nov 11, 2016 at 5:31 PM
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuir.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_58VvZs2AZz8apocMI%26Q_R%3DDR_3EtE3cauNU90Tv%26Q_R_DEL%3D1&token=vhTWVjYl8xuAZJcJywW4skC1n1oVVEUyU8%2BHm%2Bua%2Ftk%3D

CHEM 1101 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80Ul9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
   CHEM

Course Number
   1101

General Education Objective
   5: Natural Sciences

Reporting Period
   2015-2016 Academic Year

Your ISU Email Address
   rodrene@isu.edu

Your Name
   Rene Rodriguez

Your Campus Phone Number
   2613
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 5 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:
We were unable to evaluate this due to the fact that insufficient information was gathered

List the direct and indirect assessment materials that were collected for this course during the past year.
Insufficient information was gathered to track a particular group of students

Outline the process by which assessment materials were reviewed.
Insufficient information was gathered to track a particular group of students

Summarize key findings from review of direct and/or indirect assessment materials.
No key findings were possible.

Summarize any steps taken or planned in response to assessment results.
We will collect sufficient information this term.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
No

Embedded Data
ResponseID  R_3E1E3cauNU90tV3
GERC Reporting Receipts

GERC <noreply@qemalserver.com>                      Tue, Aug 9, 2016 at 12:43 PM
Reply-To: GERC <trigger@qemalserver.com>
To: gercmail@isu.edu

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CHEM 1102-1103 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
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Response Summary:

Departmental Prefix
CHEM

Course Number
1102-1103

General Education Objective
5: Natural Sciences

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
rodrrene@isu.edu

Your Name
Rene Rodriguez

Your Campus Phone Number
2613
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 5 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena. 86
ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments. 93
iii. Interpret and communicate scientific information via written, spoken and/or visual representations. 93
iv. Describe the relevance of specific scientific principles to the human experience. 80
v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis. 93

Additional comments regarding learning outcome achievement data:
Data were not organized by students in all sections. These numbers should be treated as typical for a particular subset and could be thought of as "greater than" numbers.

List the direct and indirect assessment materials that were collected for this course during the past year.
To assess outcome 1:
A multiple choice exam was given.

To assess outcome 2, 3, and 5 the students performance for the laboratory:
"Identification of the Functional Group Containing Oxygen in an Unknown" was used for the assessment.

To assess outcome IV:
Students were assigned an in class, paragraph-length assignment to write an essay response pertaining to the role of chemistry in life: Write a brief essay to describe why hydrogen, carbon, nitrogen and oxygen can be considered the most important building blocks for living organisms. In your description, you should highlight water and the primary categories of biological molecules discussed in lecture by focusing on the functions of these molecules with respect to the human experience and the organic functional groups and types of atoms found within them. Your essay should be no longer than the space provided on the front of this page (approximately 150 words).

Outline the process by which assessment materials were reviewed.
The multiple choice test was graded by evaluating the percent correct.

The laboratory was graded by the lab instructor based on a rubric generated by the senior lecturer in charge of the class.

The essay was evaluated by the instructor based on a rubric generated by that instructor.

The information received from the course instructors was evaluated by a committee of three faculty members in Chemistry.

Summarize key findings from review of direct and/or indirect assessment materials.
The students mastery of Outcome 4, "Describe the relevance of specific scientific principles to the human experience" was good, but it was the weakest area for the students. The students have a good ability to apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena for outcome 1. Lastly based on their performance in the lab their understanding of the scientific method and their ability to apply scientific reasoning to critically evaluate arguments was very good, (outcome 2). The students did very well in interpreting and communicating scientific information via written, spoken and/or visual representations (outcome 3). They also were well able to form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis (outcome 5).

Summarize any steps taken or planned in response to assessment results.
Although the assessment was limited, it suggested that students had a good knowledge in all outcome areas. Since outcome was the weakest, more emphasis on the relevance of the principles they are learning to the surrounding world may be addressed more often.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
No – The data was limited to one lecture section and three lab sections.
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>  
Reply-To: GERC <trigger@qemailserver.com>  
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuisuir.co1.qualtrics.com%2FSE%2F%2FSID%3DSV_5BVu2AZzSaDpMI%26Q_R%3DR_a3PN07G9Jx3IY0l%26Q_R_DEL%3D1&token=miquauGKvBdq8dWxh4KklquT8v04K29D92BH1dDlA9mdAw%3D

CHEM 1111 and 1111L 2015-2016 Academic Year  
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxvb8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:  
Departmental Prefix  
CHEM  
Course Number  
1111 and 1111L  
General Education Objective  
5: Natural Sciences  
Reporting Period  
2015-2016 Academic Year  
Your ISU Email Address  
rodrrene@isu.edu  
Your Name  
Rene Rodriguez  
Your Campus Phone Number  
2813
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval?
(Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 5 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena. 72
ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments. 95
iii. Interpret and communicate scientific information via written, spoken and/or visual representations. 95
iv. Describe the relevance of specific scientific principles to the human experience. 73
v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis. 70

Additional comments regarding learning outcome achievement data:

This data is again an estimate of the complete set, since not all sections were evaluated. These numbers should be treated as typical for a particular subset and could be thought of as "typical" numbers.

List the direct and indirect assessment materials that were collected for this course during the past year.

To assess outcome 1:
A multiple choice exam was given.

To assess outcome 2,3, and 5 the students' performance for the laboratory:
"Predicting Precipitation Reactions" was used for the assessment.

To assess outcome 4:
students were asked to write a short essay based on the following. Tap water naturally contains CO32- ions. In Pocatello, our tap water is usually classified as "hard water" because it contains Mg2+ and Ca2+ ions. Water softeners are devices which are able to produce "soft water" by effectively replacing the Mg2+ and Ca2+ ions present in hard water with Na+ ions. In a brief paragraph (3-5 sentences), explain (using chemical concepts and equations learned in this unit) why hard water may cause plumbing problems and why these problems are minimized by the use of water softeners.

Outline the process by which assessment materials were reviewed.
The multiple choice test was graded by evaluating the percent correct.
The laboratory was graded by the lab instructor based on a rubric generated by the faculty person in charge of the lab class.
The essay was evaluated by the instructor based on a rubric generated by that instructor.

The information received from the course instructors was evaluated by a committee of three faculty members in a meeting at the end of the year.

Summarize key findings from review of direct and/or indirect assessment materials.
The students' mastery of Outcome 4, "Describe the relevance of specific scientific principles to the human experience" was reasonable, but it was one of the weaker areas for the students. Outcome 1 was also one of the weaker areas for the students in terms of their "ability to apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena". Lastly based on their performance in the lab their understanding of the scientific method and their ability to apply scientific reasoning to critically evaluate arguments was very good, (outcome 2). The students did very well in interpreting and communicating scientific information via written, spoken and/or visual representations (outcome 3). However their ability to form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis appeared to be their weakest area.

Summarize any steps taken or planned in response to assessment results.
Although the assessment was limited, it suggested that students had reasonable knowledge in three of the outcome areas, and very good knowledge in the other two. Since outcomes 1, 4, and 5 were weakest, more emphasis in these areas is possibly warranted. This conclusion will be revisited after the collection of a more complete data set.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
No – Some sections did not participate in this initial assessment.
Appendix 3. GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuisur.co1.qualtrics.com%2FSE%2F%3FSID%3D5BVu2AZzSapocMI%26Q_R%3DR%5B%40GAmqK6kobVGZ%26Q_R_DEL%3D1&token=LuSNivw7sUUzGkELQJbxKTCFZSclvm1xBvZoNiteivg%3D

CHEM 1112 and 1112L 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxby8Z0HoYTmeE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
CHEM

Course Number
1112 and 1112L

General Education Objective
5: Natural Sciences

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
rodrrene@isu.edu

Your Name
Rene Rodriguez

Your Campus Phone Number
2613
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 5 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena. 85
ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments. 90
iii. Interpret and communicate scientific information via written, spoken and/or visual representations. 100
iv. Describe the relevance of specific scientific principles to the human experience. 100
v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis. 82

Additional comments regarding learning outcome achievement data:
The assessment for outcome 1 was based on 85% answering one of two multiple choice questions correctly. The results for outcome 4 were based only on one section of CHEM 1112, the honors section. Again the biggest complication is that there was incomplete participation from all of the class sections. Thus the assessment is based on a very limited data set.

List the direct and indirect assessment materials that were collected for this course during the past year.

To assess outcome 1:
A multiple choice exam was given.

To assess outcome 2, 3, and 5 the students performance for the laboratory:
"Electrochemistry" was used for the assessment.

To assess outcome 4,
students were asked to write an essay on one of four topics:
1. Describe the chemical principles involved in the formation of white crust on plumbing fixtures in Pocatello and how this material might be chemically removed.
2. Describe the specific thermodynamic changes in the preparation of ammonia from nitrogen gas and why this is an issue of global significance.
3. Describe the chemical principles involved in the formation of “acid digestion” and how antacids work to relieve this discomfort.
4. Describe the chemical principles involved the need for trout fish to live in cold water. Additionally, describe the chemical principles involved in the scuba diving issue known as the “bends” and how this is related to carbonated beverages.

Outline the process by which assessment materials were reviewed.
The multiple choice test was graded by evaluating the percent correct.
The laboratory was graded by the lab instructor based on a rubric generated by the senior lecturer in charge of the class.
The essay was evaluated by the instructor based on a rubric generated by that instructor.
The information received from the course instructors was evaluated by a committee of three faculty members in a meeting near the end of the academic year.

Summarize key findings from review of direct and/or indirect assessment materials.
The students mastery of Outcome 4, "Describe the relevance of specific scientific principles to the human experience" was very strong, as was their ability to interpret and communicate scientific information via written, spoken and/or visual representations (outcome 3). The students also displayed a good understanding of the scientific method and a good ability to apply scientific reasoning to critically evaluate arguments was very good, (outcome 2). The two lowest outcome assessment scores were in demonstrating an ability to apply foundational knowledge using models of a natural or physical science to analyze and/or predict phenomena" (outcome 1) and their ability to form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis (outcome 5). The students scored well in the last two areas, they were just not at the 90th percentile or above.

Summarize any steps taken or planned in response to assessment results.
Although the assessment was limited, it suggested that students had very good knowledge in three of the outcome areas, and good knowledge in the other two. Since outcomes 1, and 5 were weakest, more emphasis in these areas is possibly warranted. This conclusion will be revisited after the collection of a more complete data set.

A template for the assessment will be developed to make it easier for the instructors of the different section to make a complete report for their section.
Appendix 3: GERC Reporting Receipts

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
No — Some sections did not contribute a complete set of data for assessment.

Embedded Data
ResponseID   R_40OGAmqK6kobVGZ
Appendix 3. GERC Reporting Receipts

GEOL 1100 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab.

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxvb8Z0HoYTmE80Ul9aaeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
GEOL

Course Number
1100

General Education Objective
5: Natural Sciences

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
mccumich@isu.edu

Your Name
Michael McCurry

Your Campus Phone Number
282-3565
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 5 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:
- Not assessed because we're beginning course assessment in Fall 2016.

List the direct and indirect assessment materials that were collected for this course during the past year.
- Not assessed because we're beginning course assessment in Fall 2016.

Outline the process by which assessment materials were reviewed.
- Not assessed because we're beginning course assessment in Fall 2016.

Summarize key findings from review of direct and/or indirect assessment materials.
- Not assessed because we're beginning course assessment in Fall 2016.

Summarize any steps taken or planned in response to assessment results.
- Not assessed because we're beginning course assessment in Fall 2016.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

None.

Embedded Data
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Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@gemailserver.com>
Reply-To: GERC <trigger@gemailserver.com>
To: gercmail@isu.edu

Mon, Oct 31, 2016 at 3:48 PM

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuisr.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMI%26Q_R%3DR_eVUyCaqfdxweNPT%26Q_R_DEL%3D1&token=Ly3%2F2c25qGd%2FBEVM5nWNNM28dAUQAGDw5pDeTc4GQ51C0%3D

GEOL 1100L 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a new form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
GEOL

Course Number
1100L

General Education Objective
5: Natural Sciences

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
mccumich@isu.edu

Your Name
Michael McCurry

Your Campus Phone Number
282-3365
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 5 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:
Not assessed because we're beginning course assessment in Fall 2016.

List the direct and indirect assessment materials that were collected for this course during the past year. Not assessed because we're beginning course assessment in Fall 2016.

Outline the process by which assessment materials were reviewed.
Not assessed because we're beginning course assessment in Fall 2016.

Summarize key findings from review of direct and/or indirect assessment materials.
Not assessed because we're beginning course assessment in Fall 2016.

Summarize any steps taken or planned in response to assessment results.
Not assessed because we're beginning course assessment in Fall 2016.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.
None.

Embedded Data
ResponseID  R_eVJyCaqfdxweNPT
Appendix 3. GERC Reporting Receipts

GEOL 1101 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxvbv8Z0HoYTmE80Ul9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
GEOL

Course Number
1101

General Education Objective
5: Natural Sciences

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
mccumich@isu.edu

Your Name
Michael McCurry

Your Campus Phone Number
282-3565
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 5 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:
Not assessed because we're beginning course assessment in Fall 2016.

List the direct and indirect assessment materials that were collected for this course during the past year. Not assessed because we're beginning course assessment in Fall 2016.

Outline the process by which assessment materials were reviewed.
Not assessed because we're beginning course assessment in Fall 2016.

Summarize key findings from review of direct and/or indirect assessment materials.
Not assessed because we're beginning course assessment in Fall 2016.

Summarize any steps taken or planned in response to assessment results.
Not assessed because we're beginning course assessment in Fall 2016.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.
Not assessed because we're beginning course assessment in Fall 2016.

Embedded Data
ResponseID  R_6L3Zk4hHcH5DSmx
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

Mon, Oct 31, 2016 at 4:16 PM

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuisu.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMi%26Q_R%3DR_5pf7gy4fngE09vv%26Q_R_DEL%3D1&token=xEnRv1cVSqNXb6rC4czxrKr9GNBl2T%2BbE1fquiRwKgkw%3D

GEOL 1101L 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
   GEOL

Course Number
   1101L

General Education Objective
   5: Natural Sciences

Reporting Period
   2015-2016 Academic Year

Your ISU Email Address
   mcumich@isu.edu

Your Name
   Michael McCurry

Your Campus Phone Number
   282-3565
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 5 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:
- Not assessed because we're beginning course assessment in Fall 2016.

List the direct and indirect assessment materials that were collected for this course during the past year.
- Not assessed because we're beginning course assessment in Fall 2016.

Outline the process by which assessment materials were reviewed.
- Not assessed because we're beginning course assessment in Fall 2016.

Summarize key findings from review of direct and/or indirect assessment materials.
- Not assessed because we're beginning course assessment in Fall 2016.

Summarize any steps taken or planned in response to assessment results.
- Not assessed because we're beginning course assessment in Fall 2016.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

None.

Embedded Data
ResponseID R_5pf7gY4fngE09vv
GERC Reporting Receipts

GERC <noreply@gemailserver.com>  
Reply-To: GERC <trigger@gemailserver.com>  
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuir.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMl%26Q_R%3DR_1OISzn4jPOJFefz%26Q_R_DEL%3D1&token=bfN8LjsZKQEb6G1%2FqqSk5zB2uFSFasVfDIMhRnx0qVs%3D

GEOL 1110 2015-2016 Academic Year  
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab:
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=2F9sAXqnxbv8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Link to View Results: Click Here  
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Response Summary:  
Departmental Prefix  
GEOL  
Course Number  
1110  
General Education Objective  
5: Natural Sciences  
Reporting Period  
2015-2016 Academic Year  
Your ISU Email Address  
mccumich@isu.edu  
Your Name  
Michael McCurry  
Your Campus Phone Number  
282-3565
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)
No

Please indicate the percentage of students who satisfied each Objective 5 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:
None.

List the direct and indirect assessment materials that were collected for this course during the past year.
Not assessed because we're beginning course assessment in Fall 2016.

Outline the process by which assessment materials were reviewed.
Not assessed because we're beginning course assessment in Fall 2016.

Summarize key findings from review of direct and/or indirect assessment materials.
Not assessed because we're beginning course assessment in Fall 2016.

Summarize any steps taken or planned in response to assessment results.
Not assessed because we're beginning course assessment in Fall 2016.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.
None.

Embedded Data
ResponseID R_1OISzn4jPOJFefz
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts
1 message

GERC <noreply@qemailserver.com>                      Thu, May 26, 2016 at 3:26 PM
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fsisuir.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMI%26Q_R%3DR_00tLYqXdaf6Z0EJ%26Q_R_DEL%3D1&token=zsz%2FrkJGA3wltkVVx00D2%2FZSCc1uZTSFvgh3%2BCc5GFniY4%3D

NTD 2239 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTrmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
NTD

Course Number
2239

General Education Objective
5: Natural Sciences

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
blancyt@isu.edu

Your Name
Cynthia Blanton

Your Campus Phone Number
3953
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 5 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena. 93
ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments. 81
iii. Interpret and communicate scientific information via written, spoken and/or visual representations. 85
iv. Describe the relevance of specific scientific principles to the human experience. 94

List the direct and indirect assessment materials that were collected for this course during the past year.

Exam questions; diet analysis assignment; case study assignment; critical review of a research article assignment.

Outline the process by which assessment materials were reviewed.

Instructor calculated statistical results of student performance (scores on exam questions and assignments) in meeting the learning objectives. Instructor and program director discussed the findings at the end of the assessment cycle.

Summarize key findings from review of direct and/or indirect assessment materials.

Students met the learning objective assessment measures with scores >80% maximum.

Summarize any steps taken or planned in response to assessment results.

Instructor will continue to monitor student performance and feedback to make refinements in teaching methods and assessment measures to optimize student satisfaction and performance in meeting learning outcomes.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

None

Embedded Data

ResponseID R_00tLYqXdaf6Z0EJ
GERC Reporting Receipts

GERC <noreply@qemailserver.com>  
Reply-To: GERC <trigger@qemailserver.com>  
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuir.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzsapocMi%26Q_R%3DR_5bXDFmoPV744Tf7%26Q_R_DEL%3D1&token=k60OwtGuEha2qiwBgTFenj6bchxTH1hLU1SLf0lxnVc%3D

ANTH 1100 2015-2016 Academic Year  
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

Recipient Data:
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Link to View Results: Click Here  
URL to View Results: https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Fisuir.co1.qualtrics.com%2FCP%2FReport.php%3FSID%3DSV_5BVu2AZzsapocMi%26R%3DR_5bXDFmoPV744Tf7&token=JOR64U3vNccOQGxizPbz0kmsv99yHA4rlhfld1jicMM%3D

Response Summary:

Departmental Prefix
  ANTH

Course Number
  1100

General Education Objective
  6: Social and Behavioral Sciences

Reporting Period
  2015-2016 Academic Year

Your ISU Email Address
  reedkath@isu.edu

Your Name
  Katherine Reedy

Your Campus Phone Number
  282-6137
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 6 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline. 81

ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas. 90

List the direct and indirect assessment materials that were collected for this course during the past year.

The syllabus, an essay assignment, quizzes, and one exam were collected.

Outline the process by which assessment materials were reviewed.

Ten randomly chosen examples of completed materials for each type were pulled for review. A committee reviewed the student performance for each in light of learning outcomes 1 and 2 and categorized their performances.

Summarize key findings from review of direct and/or indirect assessment materials.

The overwhelming majority of students are achieving competency in the two learning outcomes assessed in this period.

Summarize any steps taken or planned in response to assessment results.

None changes or adjustments to the are needed.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

None

Embedded Data

ResponseID R_5bXDFmoPV744Tf7
GERC Reporting Receipts

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcpl%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8ZoYTM80Ulj9aeOv82vHL6ybc1D2BU%3D

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Link to View Results: Click Here
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Response Summary:

Departmental Prefix
ECON

Course Number
1100

General Education Objective
6: Social and Behavioral Sciences

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
stegtesa@isu.edu

Your Name
Tesa Stegner

Your Campus Phone Number
x. 2393
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 6 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.

List the direct and indirect assessment materials that were collected for this course during the past year.

Three multiple choice questions that assess this competency were embedded in a regular course exam for each class. The results of these questions were collected and analyzed. In addition, syllabi and course exams were available for perusal.

Outline the process by which assessment materials were reviewed.

Department faculty members met to discuss the results on the three exam questions. The results were considered satisfactory if at least 62% of the students successfully answered 2 of the 3 (67%) questions.

Summarize key findings from review of direct and/or indirect assessment materials.

For the three multiple choice questions chosen to assess this competency for the students, 79.4% answered question 1 correctly, 71.4% answered question 2 correctly, and 63.5% answered question three correctly. As a result, on average, 71.4% of the students successfully answered the three multiple choice questions correctly. This exceeds the standard set for a satisfactory result.

Summarize any steps taken or planned in response to assessment results.

Since a satisfactory result was found, no significant change in course curriculum or pedagogy is required. However, discussions regarding these issues will continue as a means to maintain an effective course.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Embedded Data

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GERC Reporting Receipts

GERC <noreply@qemailservier.com>  
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuisir.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMI%26Q_R%3DRFR_9TVo0LKUVkyer2J%26Q_R_DEL%3D1&token=UE0IOUzloq5339GQ8n5PrAXFUoX%2FvSu hwg5nkAFUTs%3D

ECON 2201 2015-2016 Academic Year  
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuisibengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbibv8Z0HoYTM5E80UJj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:  
Departmental Prefix  
ECON  
Course Number  
2201  
General Education Objective  
6: Social and Behavioral Sciences  
Reporting Period  
2015-2016 Academic Year  
Your ISU Email Address  
stegtesa@isu.edu  
Your Name  
Tesa Stegner  
Your Campus Phone Number  
x. 2393
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval?
(Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 6 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions. 81

List the direct and indirect assessment materials that were collected for this course during the past year.

Three multiple choice questions that assess this competency were embedded in a regular course exam for each class. The results of these questions were collected and analyzed. In addition, syllabi and course exams were available for perusal.

Outline the process by which assessment materials were reviewed.

Department faculty members met to discuss the results on the three exam questions. The results were considered satisfactory if at least 62% of the students successfully answered 2 of the 3 (67%) questions.

Summarize key findings from review of direct and/or indirect assessment materials.

For the three multiple choice questions chosen to assess this competency for the students, 80.1% answered question 1 correctly, 80.9% answered question 2 correctly, and 83% answered question three correctly. As a result, on average, 81.4% of the students successfully answered the three multiple choice questions correctly. This exceeds the standard set for a satisfactory result.

Summarize any steps taken or planned in response to assessment results.

Since a satisfactory result was found, no significant change in course curriculum or pedagogy is required. However, discussions regarding these issues will continue as a means to maintain an effective course.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Embedded Data
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GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuisu.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMI%26Q_R%3DR_8ByvWibaCEMzrL%26Q_R_DEL%3D1&token=ceOzwacrgvT8anaYp09BA4jf54J7wWLnD2ZXkNtp5PGM%3D

ECON 2202 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxvb8Z0HoYTmE80Ul9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
ECON

Course Number
2202

General Education Objective
6: Social and Behavioral Sciences

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
stegtesa@isu.edu

Your Name
Tesa Stegner

Your Campus Phone Number
x. 2393
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 6 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions. 78

List the direct and indirect assessment materials that were collected for this course during the past year.
Three multiple choice questions that assess this competency were embedded in a regular course exam for each class. The results of these questions were collected and analyzed. In addition, syllabi and course exams were available for perusal.

Outline the process by which assessment materials were reviewed.
Department faculty members met to discuss the results on the three exam questions. The results were considered satisfactory if at least 62% of the students successfully answered 2 of the 3 (67%) questions.

Summarize key findings from review of direct and/or indirect assessment materials.
For the three multiple choice questions chosen to assess this competency for the students, 82.7% answered question 1 correctly, 76.8% answered question 2 correctly, and 63.5% answered question three correctly. As a result, on average, 74.1% of the students successfully answered the three multiple choice questions correctly. This exceeds the standard set for a satisfactory result.

Summarize any steps taken or planned in response to assessment results.
Since a satisfactory result was found, no significant change in course curriculum or pedagogy is required. However, discussions regarding these issues will continue as a means to maintain an effective course.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
Yes

Embedded Data
ResponseID  R_8ByvvWlbaCEMzrL
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

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HIST 1101, 1102, 1111, 1112, 1118, 1120, 2201, 2249, 2251, 2252, 2254, 2255, 2291 2015-2016
Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess
general education learning outcomes in your course. If after reviewing your Response Report
below you would like to make any changes, please click on the link above to access and amend
your original submission. Once you submit the linked form again, the corrected entry will replace
the original. To submit forms for additional course numbers, please open a fresh form using the link
in the Institutional Research Channel of Bengalweb on the Academics tab
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Response Summary:

Departmental Prefix
HIST

Course Number
1101, 1102, 1111, 1112, 1118, 1120, 2201, 2249, 2251, 2252, 2254, 2255, 2291

General Education Objective
6: Social and Behavioral Sciences

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
wmsjess@isu.edu

Your Name
Jessica Winston

Your Campus Phone Number
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)
   Yes. Proposed changes are indicated on GERC's Google Docs version of the assessment plan document.

Please indicate the percentage of students who satisfied each Objective 6 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:
   I am not sure how to answer this question. HIST has planned to do all gen ed assessments in November of this year, since we only got our assessment plans submitted in September and October.

List the direct and indirect assessment materials that were collected for this course during the past year.
   N/A. This year, we will only assess syllabi.

Outline the process by which assessment materials were reviewed.
   N/A

Summarize key findings from review of direct and/or indirect assessment materials.
   N/A

Summarize any steps taken or planned in response to assessment results.
   N/A

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
   No

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.
   In the future, HIST will do assessments in August and September for the previous calendar year. Currently, however, as GERC knows, we are very behind and only submitted our assessment plans in September and October. Therefore, we are conducting assessments for the 2015-2016 year in November.

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GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuir.co1.qualtrics.com%2FSE%2F%3FSID%3DSV%5BVu2AZzSapocMI%26Q%5B3DR%5BprrlEpdVNXiZIF%26Q%5B_DEL%5D1%26token=%2F%2BSxvu%2BNAIcRsrccbwOuf7G6bensnsvjY9tLVR8H23I

IS 2203 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin%26token=%2F9sAXqnxbv8Z0HoYTmE80Uljj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
IS

Course Number
2203

General Education Objective
6: Social and Behavioral Sciences

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
yikkng@isu.edu

Your Name
King Yik

Your Campus Phone Number
2082826283
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval?  
(Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 6 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.  77
ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.  77
iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.  77
iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.  77
v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.  77

Additional comments regarding learning outcome achievement data:

The results presented above are based on the course total score for 3 sections of IS 2203 during the academic year 2015-2016. The assessment plan for this class was approved by the gen ed committee in the following academic year in September 2016. The approved assessment plan will provide a more detailed breakdown and achievement data will be available separately for each learning outcome.

List the direct and indirect assessment materials that were collected for this course during the past year.

- Exercises, project, tests, and final exam.

Outline the process by which assessment materials were reviewed.

The international studies committee of the Department of Global Studies and Languages reviewed course material to make sure that the contents of syllabus, exercises, project, tests, and final exam are appropriately testing the desired learning outcomes.

Summarize key findings from review of direct and/or indirect assessment materials.

Overall, the results revealed that a majority (77%) of the enrolled students were able to achieve competency (course total score of 70% or above) in the five learning outcomes of general studies objective 6.

Summarize any steps taken or planned in response to assessment results.

The international studies committee of the department will meet at the end of the semester following the assessment to discuss the results of the most recent assessment. If the review of student work indicates a problem with students achieving competency in one or more areas, the committee will devise a plan to address the problem. As the current result shows, there is no problem with the course attaining its intended objectives/outcomes.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

None.

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GERC Reporting Receipts

GERC <noreply@gemailserver.com>
Reply-To: GERC <trigger@gemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuisuir.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMI%26Q_R%3DR_56eMydQWK9zPzc9%26Q_R_DEL%3D1&token=Zqra7Ftm7J8Y%2BWI8VBdb5bfUIFHwE5DdtoaFulcT0%3D

POLS 1101 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnx9v8Z0HoYTmE80Ulj9aeOv82vYL6ybc1D2BU%3D

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URL to View Results: https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Fisuisuir.co1.qualtrics.com%2FCP%2FReport.php%3FSID%3DSV_5BVu2AZzSapocMI%26R%3DR_56eMydQWK9zPzc9&token=dbeJqytiDgAiwtXztWnkohmVfyV5Oxu3lfDtwWloeI%3D

Response Summary:

Departmental Prefix
POLS

Course Number
1101

General Education Objective
6: Social and Behavioral Sciences

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
lybedonn@isu.edu

Your Name
Donna Lybecker

Your Campus Phone Number
208-282-3331
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 6 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline. 100
ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas. 100
iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences. 100
iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions. 100
v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time. 100

Additional comments regarding learning outcome achievement data:

Collection of materials started this spring, so Fall 2015 is not included in this assessment.

List the direct and indirect assessment materials that were collected for this course during the past year.

- Materials collected included: syllabus, final exam, other major exams, and final research papers. These were collected from randomly-chosen students.

Outline the process by which assessment materials were reviewed.

- For this spring, the assessment materials were reviewed by the Chair of the Department, Donna Lybecker. Beginning this fall we will have in place our Assessment committee who will review the course materials including syllabi, final exam, and other main assignments from randomly-chosen students, in each section of the class.

Summarize key findings from review of direct and/or indirect assessment materials.

- Students appear to be well educated on the learning outcomes for Objective 6. There are no major areas of concern that were identified by the assessment process.

Summarize any steps taken or planned in response to assessment results.

- This coming fall we will have our Assessment committee together so they will review the materials. Additionally, starting in the fall we will collect data from the ECP classes as well as the in-class and on-line classes at the Pocatello and Idaho Falls campuses.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

- No – For spring we did not collect materials from ECP classes.

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

- none

Embedded Data
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GERC Reporting Receipts

GERC <noreply@qemailserver.com>
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To: gercmail@isu.edu

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PSYC 1101 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80Uij9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix  
PSYC  

Course Number  
1101  

General Education Objective  
6: Social and Behavioral Sciences

Reporting Period  
2015-2016 Academic Year

Your ISU Email Address
lyncshan@isu.edu

Your Name
Shannon Lynch

Your Campus Phone Number
-2110
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 6 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:

UPDATE: A subcommittee of faculty and graduate students collected sample items and developed a series of assessment items in spring 2016. These items have been uploaded into Moodle and will be distributed to 1101 students in the last three weeks of the fall 2016 semester. In addition, 1101 syllabi included the assessment assignment. During spring 2017, the 1101 assessment committee will review PSYC 1101 students’ responses to determine if we are meeting our stated goal of a 70% pass rate across sections of 1101. We also notified all 1101 instructors that we will be collecting sample assignments by the end of the fall term and have already requested syllabi for all sections.

List the direct and indirect assessment materials that were collected for this course during the past year.

We notified all 1101 instructors that we will be collecting sample assignments by the end of the fall term and have already requested syllabi for all sections. We created standardized items and have them ready to be administered via Moodle at the end of fall 2016. In consultation with GERC committee members, we set a goal of a 70% pass rate by 1101 students. In addition, we will ask instructors to report average student performance in the class for a direct assessment of student learning for fall 2016.

Outline the process by which assessment materials were reviewed.

This review will take place in spring 2017, once students have completed the standardized assessment and we have all materials from 1101 instructors, including average student performance.

Summarize key findings from review of direct and/or indirect assessment materials.

We have no findings yet. NA

Summarize any steps taken or planned in response to assessment results.

NA

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

NA

Embedded Data
ResponseID     R_0vJteNY6Uia5JZ
Appendix 3. GERC Reporting Receipts

GerC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
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https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisu.srv1.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocM1%26Q_R%3DR_e3uA50zkTR5Ymj3%26Q_R_DEL%3D1&token=v3Y7JBTt1rljcbri1ekH0bwLi4zt79fkEIn%2BSJhn57o%3D

SOC 1101 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab.

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Response Summary:

Departmental Prefix
SOC

Course Number
1101

General Education Objective
6: Social and Behavioral Sciences

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
heargesi@isu.edu

Your Name
Gesine Hearn

Your Campus Phone Number
4947
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 6 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:

We just finalized our assessment plan this year and will assess data this fall and spring.

List the direct and indirect assessment materials that were collected for this course during the past year.

N/A

Outline the process by which assessment materials were reviewed.

N/A

Summarize key findings from review of direct and/or indirect assessment materials.

N/A

Summarize any steps taken or planned in response to assessment results.

N/A

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

N/A

Embedded Data

ResponseID R_e3uA50zTR5Ymj3
GERC Reporting Receipts

GERC <noreply@qemailserver.com>  Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

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SOC 1102 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess
general education learning outcomes in your course. If after reviewing your Response Report
below you would like to make any changes, please click on the link above to access and amend
your original submission. Once you submit the linked form again, the corrected entry will replace
the original. To submit forms for additional course numbers, please open a fresh form using the link
in the Institutional Research Channel of Bengalweb on the Academics tab
2Fhome%2Fdisplaylogin&token=%2F9sAXqnxv8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
SOC

Course Number
1102

General Education Objective
6: Social and Behavioral Sciences

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
heargesi@isu.edu

Your Name
Gesine Hearn

Your Campus Phone Number
4947
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)
No

Please indicate the percentage of students who satisfied each Objective 6 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:
We have not implemented our new assessment plan as approval from GERC for the plan was pending. We will start assessment this semester.

List the direct and indirect assessment materials that were collected for this course during the past year.
N/A

Outline the process by which assessment materials were reviewed.
N/A

Summarize key findings from review of direct and/or indirect assessment materials.
N/A

Summarize any steps taken or planned in response to assessment results.
N/A

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.
N/A

Embedded Data
ResponseID R_6ybLVHg90C67Y07Xl
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fsisuir.co1.qualtrics.com%2FSE%2F3FSID%3DSV_5BVu2AZzSapocMl%26Q_R%3DR_6XzF3VojA4w5nX7%26Q_R_DEL%3D1&token=cxtsAysMK0CtPGFTBNIZOk8tHqNofURK%2BLuNgU%3D

ANTH 1107 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTMe80Ulj9aeOv82vHL6ybc1D2BU%3D

Recipients Data:
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Link to View Results: Click Here
URL to View Results: https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Fsisuir.co1.qualtrics.com%2FCP%2FReport.php%3FSID%3DSV_5BVu2AZzSapocMl%26R%3DR_6XzF3VojA4w5nX7&token=xVOS%2FONn4cGebB%2BJ9dtsoUZsHYP4JWLAKf8jY2g%3D

Response Summary:
Departmental Prefix
ANTH

Course Number
1107

General Education Objective
7: Critical Thinking

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
reedkath@isu.edu

Your Name
Katherine Reedy

Your Campus Phone Number
282-6137
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 7 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Formulate/frame problems and analyze how others do so. 90
ii. Recognize and apply appropriate practices for analyzing ambiguous problems. 70

List the direct and indirect assessment materials that were collected for this course during the past year.

Course syllabus, midterm exam, other assignments, and discussion with instructor.

Outline the process by which assessment materials were reviewed.

Ten random samples of students' work were gathered and reviewed for their understanding of the material as applied to outcomes 1 and 2. The committee sorted them into categories of comprehension.

Summarize key findings from review of direct and/or indirect assessment materials.

The majority have demonstrated an understanding of formulating problems and applying critical thinking practices for analyzing ambiguous problems.

Summarize any steps taken or planned in response to assessment results.

None

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Embedded Data

ResponseID R_6XzF3VojA4w5nX7
Appendix 3. GERC Reporting Receipts

GERC<noreply@qemailserver.com>
Reply-To: GERC<trigger@qemailserver.com>
To: gercmail@isu.edu

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CS/INFO 1181 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess
general education learning outcomes in your course. If after reviewing your Response Report
below you would like to make any changes, please click on the link above to access and amend
your original submission. Once you submit the linked form again, the corrected entry will replace
the original. To submit forms for additional course numbers, please open a fresh form using the link
in the Institutional Research Channel of Bengalweb on the Academics tab
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Link to View Results: Click Here
URL to View Results: https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Fisuisu.co1.qualtrics.com%2FCP%2FReport.php%3FSID%3DSV_5BVu2AZzSapocMl%26R%3DR_3Qnkfz9y5Vc5lHf&token=3XdfN%2FFnT0QY8flyHyOb8k8t7r15L7pqAyuYpb4co%3D

Response Summary:
Departmental Prefix
CS/INFO

Course Number
1181

General Education Objective
7: Critical Thinking

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
holmjona@isu.edu

Your Name
Jon Holmes

Your Campus Phone Number
3215
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 7 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

ii. Recognize and apply appropriate practices for analyzing ambiguous problems. 44

iii. Identify and apply relevant information for problem solving. 78

Additional comments regarding learning outcome achievement data:
This is limited data from only the spring semester. It is not collected for the year as a whole. Although the two disciplines of CS and INFO are represented here, it is difficult separate the two to get random samples since the classes are taught together. It therefore makes sense to combine the results and look at the courses as a whole.

List the direct and indirect assessment materials that were collected for this course during the past year.

Final exams for 34 random students and Syllabi for the sections per instructor.

Outline the process by which assessment materials were reviewed.

Questions were selected from which met the required outcomes to be evaluated this year. Serious discussion was held regarding the quality of these questions.

Summarize key findings from review of direct and/or indirect assessment materials.

We found that the questions from the final exams for the spring semester made it difficult to evaluate the assessment criteria. We have concluded to change the format of the questions for future semesters.

We found that students from a particular section scored considerably lower than the other sections.

Summarize any steps taken or planned in response to assessment results.

We have decided to change the course instructor for the low scoring section.

We will avoid certain question formats in the future to better serve our ability to perform meaningful assessment of the course.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Embedded Data

ResponseID R_3Qnkfz9y5Vc5IHf
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>  Reply-To: GERC <trigger@qemailserver.com>  To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuisu.01.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMI%26Q_R%3DR_8vTn4me4L7dtZ3%26Q_R_DEL%3D1&token=Y549sBJefriw%2FkwcaExxjpTUSBAL7Cti7WBpGmHyOHi%3D

GEOL 1107  2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
GEOL

Course Number
1107

General Education Objective
7: Critical Thinking

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
mccumich@isu.edu

Your Name
Michael McCurry

Your Campus Phone Number
282-3565
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 7 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:

None.

List the direct and indirect assessment materials that were collected for this course during the past year.

Not assessed because we're beginning course assessment in Fall 2016.

Outline the process by which assessment materials were reviewed.

Not assessed because we're beginning course assessment in Fall 2016.

Summarize key findings from review of direct and/or indirect assessment materials.

Not assessed because we're beginning course assessment in Fall 2016.

Summarize any steps taken or planned in response to assessment results.

Not assessed because we're beginning course assessment in Fall 2016.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

None.

Embedded Data

ResponseID R_8vTrn4me4L7tdtZ3
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisu.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMl%26Q_R%3DR_37xFjbPvo7hidlr%26Q_R_DEL%3D1&token=Sxr%2F6YHialEPMvXXRsc%2BC3S%2Bny%2B4fWe9AR8cfqqO278%3D

HIST 1101, 1102, 1111, 1112, 1118, 1120, 2201, 2249, 2251, 2252, 2254, 2255, 2291 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:
Departmental Prefix
HIST

Course Number
1101, 1102, 1111, 1112, 1118, 1120, 2201, 2249, 2251, 2252, 2254, 2255, 2291

General Education Objective
6: Social and Behavioral Sciences
7: Critical Thinking

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
winsjess@isu.edu

Your Name
Jessica Winston

Your Campus Phone Number
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

Yes. Proposed changes are indicated on GERC’s Google Docs version of the assessment plan document.

Please indicate the percentage of students who satisfied each Objective 6 learning outcome that was assessed during the reporting period. Select “Not Assessed” if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:
I am not sure how to answer this question. HIST has planned to do all gen ed assessments in November of this year, since we only got our assessment plans submitted in September and October.

List the direct and indirect assessment materials that were collected for this course during the past year.
N/A. This year, we will only assess syllabi.

Outline the process by which assessment materials were reviewed.
N/A

Summarize key findings from review of direct and/or indirect assessment materials.
N/A

Summarize any steps taken or planned in response to assessment results.
N/A

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

No –

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.
In the future, HIST will do assessments in August and September for the previous calendar year. Currently, however, as GERC knows, we are very behind and only submitted our assessment plans in September and October. Therefore, we are conducting assessments for the 2015-2016 year in November.

Embedded Data
ResponseID  R_37XfJbPvo7hidlr
GERC Reporting Receipts

Tue, Dec 6, 2016 at 11:56 AM

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuir.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapecMI%26Q_R%3Dreq_03dtNmNBqlid0qx%26Q_R_DEL%3D1&token=yFLpsRSQ49pjbEMQALZhRsmeqzagUxl3mtjto%2FRX8%3D

PHIL 2250 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Link to View Results: Click Here
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Response Summary:

Departmental Prefix
PHIL

Course Number
2250

General Education Objective
7: Critical Thinking

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
skidjame@isu.edu

Your Name
James Skidmore

Your Campus Phone Number
3160
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 7 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Formulate/frame problems and analyze how others do so. 100

ii. Recognize and apply appropriate practices for analyzing ambiguous problems. 100

Additional comments regarding learning outcome achievement data:

One section of this course was offered, with five students completing it. All students demonstrated at least minimally satisfactory achievement of outcomes i. and ii. (the ones under review). Here are the more detailed categories we used, and the numbers of students placed in each: "Outstanding"—1, "Proficient"—3, "Developing"—1.

List the direct and indirect assessment materials that were collected for this course during the past year.

Indirect materials: syllabus, 2 main essay assignments, and final exam

Direct materials: Final exam for each student in the course.

Outline the process by which assessment materials were reviewed.

The indirect materials were examined to ensure that the course was adequately focusing on outcomes i. and ii. Then the final exam of each student was read with an eye to determining each student's level of achievement of outcomes i. and ii.

Summarize key findings from review of direct and/or indirect assessment materials.

It is clear from indirect materials that the course does a good job of focusing on outcomes i. and ii. Review of final exam showed significant variation in achievement of the outcomes, though with all students demonstrating at least a minimally adequate level of competence.

Summarize any steps taken or planned in response to assessment results.

We do not see changes that would be necessary to make to the course at this point.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Embedded Data

ResponseID R_03dtNmNBqlid0qy
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

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POLS 2202 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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URL to View Results: https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Fisuir.co1.qualtrics.com%2FCP%2FReport.php%3FSID%3DSV_5BVu2AZsSapocM%26R%3DR_7WkZQDdUq5swGBT&token=gsuAScYtaVncVeQTcD1pChPZZu4CBYMTmJHgoKWxoU%3D

Response Summary:

Departmental Prefix
POLS

Course Number
2202

General Education Objective
7: Critical Thinking

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
lybedonn@isu.edu

Your Name
Donna Lybecker

Your Campus Phone Number
208-282-3331
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 7 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Formulate/frame problems and analyze how others do so. 100
ii. Recognize and apply appropriate practices for analyzing ambiguous problems. 100
iii. Identify and apply relevant information for problem solving. 100
iv. Create, analyze, and evaluate/interpret diverse perspectives and solutions. 100
v. Establish a reasoned framework for drawing conclusions and/or recommending solutions. 100
vi. Effectively articulate the results of a thinking process. 100

Additional comments regarding learning outcome achievement data:

Collection of materials started this spring, so Fall 2015 is not included in this assessment.

List the direct and indirect assessment materials that were collected for this course during the past year.

Materials included: syllabi, final exam, other major exams and research/analysis papers. These were collected from randomly-chosen students.

Outline the process by which assessment materials were reviewed.

For this spring, the assessment materials were reviewed by the department Chair, Donna Lybecker. Beginning this fall (2016) we will have in place our Assessment committee who will review the course materials including syllabi, final exams, and other main assignments from randomly-chosen students, in each section of the class.

Summarize key findings from review of direct and/or indirect assessment materials.

Students appear to be well educated on the learning outcomes for Objective 7. There are not major areas of concern that were identified by the assessment process.

Summarize any steps taken or planned in response to assessment results.

This coming fall (2016) we will have our Assessment Committee together so they will review the materials. Additionally, starting this fall (2016) we will collect data from the ECP classes as well as the in-class and on-line classes at the Pocatello and Idaho Falls campuses.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

No -- For spring we did not collect materials from ECP classes.

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

none

Embedded Data
ResponseID  R_7WkJQeGQ7WjG5wGBT
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuisur.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMI%26Q_R%3D%504ShOurY5qD1HUwd%26Q_R_DEL%3D1&token=IrbzKPAj3z%2FeL3QAGIqDttVVq%2FEXz1ASW1i%2FV5guA%3D

SOC 2248 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTM80Uj9aeOv82vHL6ybc1D2BU%3D

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Link to View Results: Click Here
URL to View Results: https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Fisuisur.co1.qualtrics.com%2FCP%2FReport.php%3FSID%3DSV_5BVu2AZzSapocMI%26R%3D%504ShOurY5qD1HUwd&token=v2BeNyjMqKCrPil83XgUkJUdp%2FDb%2FeTqHPxBlgFSD8%3D

Response Summary:

Departmental Prefix
SOC

Course Number
2248

General Education Objective
7: Critical Thinking

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
heargesi@isu.edu

Your Name
Gesine Heam

Your Campus Phone Number
4947
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval?  
(Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 7 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:

We have not implemented our new assessment instruments as approval from GERC was pending.

List the direct and indirect assessment materials that were collected for this course during the past year.

N/A

Outline the process by which assessment materials were reviewed.

N/A

Summarize key findings from review of direct and/or indirect assessment materials.

NA

Summarize any steps taken or planned in response to assessment results.

N/A

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

N/A

Embedded Data

ResponseID R_4ShOurY5qD1HjUwd
GERC Reporting Receipts

GERC <noreply@qemallserver.com>                      Tue, Oct 25, 2016 at 2:39 PM
Reply-To: GERC <trigger@qemallserver.com>          To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuir.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMI%26Q_R%3DR_7X1lYMQZ7n89Rxbr%26Q_R_DEL%3D1&token=
yua0jsrBliY7DC3ZMYNNZIU9QOhMwdOP3vOaLKYCgE%3D

ACAD 1111 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
ACAD

Course Number
1111

General Education Objective
8: Information Literacy

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
moorkell@isu.edu

Your Name
Kelly S. Moor

Your Campus Phone Number
208-282-4435
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 8 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

List the direct and indirect assessment materials that were collected for this course during the past year.

We used our signature capstone assignment, an annotated bibliography of sources pertaining to each student's research question.

Outline the process by which assessment materials were reviewed.

We gathered all of the instructors who taught sections of ACAD 1111 during AS16 and SU16 semesters (three sections of Bengal Bridge ACAD 1111s and one section of ACAD 1111-HONS). We reviewed the assessment rubric. Then each reviewer received a copy of three bibliographies randomly selected from each section (four sections; 12 bibliographies total), evaluated the bibliographies independently (scoring each without consulting other reviewers), and shared our scores and rationale with each other.

Summarize key findings from review of direct and/or indirect assessment materials.

We realized that, while the students were successful in locating appropriate sources, vetting and preparing citations for those sources, and thinking critically about the content, many still struggled to convey the content of a source text in summary and paraphrase, specifically, without bordering on plagiarizing the original.

Summarize any steps taken or planned in response to assessment results.

We will redesign the curriculum to allow more time for the instruction-practice-feedback-revision cycle pertaining to these two skills essential for reporting source content. In the 2016 spring and summer sections, we did not require submission of a revised annotation (showcasing paraphrase and summary, as well as quotation and documentation), but we will make this part of preparing the Annotated Bibliography in subsequent sessions.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

N/A

Embedded Data

ResponseID   R_7X1IYMQZ7n89Rxb
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailservr.com>  
Reply-To: GERC <trigger@qemailservr.com>  
To: gercmail@isu.edu  

Tue, Nov 29, 2016 at 1:46 PM

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CMP 2203 2015-2016 Academic Year  
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab  
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbxv8Z0HoYTM80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:  
Departmental Prefix  
CMP  

Course Number  
2203  

General Education Objective  
8: Information Literacy  

Reporting Period  
2015-2016 Academic Year  

Your ISU Email Address  
candavi@isu.edu  

Your Name  
Jasun Carr  

Your Campus Phone Number  
2995
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 8 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Determine the nature and extent of the information/data needed to accomplish a specific purpose. 65

ii. Identify sources and gather information/data effectively and efficiently. 75

iii. Evaluate credibility of sources and information/data. 75

iv. Understand the economic, ethical, legal, and social issues surrounding the creation, collection, and use of information/data. 65

v. Use information/data effectively to accomplish a specific purpose. 65

List the direct and indirect assessment materials that were collected for this course during the past year.
The course was assessed using student writing samples and the results from a customized Poynter NewsU online course module.

Outline the process by which assessment materials were reviewed.

Drs. Greshberg and Carr reviewed the writing samples, looking specifically for those skills identified by the GERC Emphasis. In addition, the customized course module contained multiple questions focusing on each of the key areas.

Summarize key findings from review of direct and/or indirect assessment materials.

Students, by and large, developed the ability to find, evaluate, and use sources from and pertaining to the media.

Summarize any steps taken or planned in response to assessment results.

No steps planned at this time. Will revisit following the completion of the 2016-17 Academic Year.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

None

Embedded Data

ResponseID  R_87Eov0yA58tkibz
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>  Sun, Nov 6, 2016 at 9:53 PM
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

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FIN 1115 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess
general education learning outcomes in your course. If after reviewing your Response Report
below you would like to make any changes, please click on the link above to access and amend
your original submission. Once you submit the linked form again, the corrected entry will replace
the original. To submit forms for additional course numbers, please open a fresh form using the link
in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80Ulj9aeOv82vHL6y2bc1D2BU%3D

Response Data:
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Link to View Results: Click Here
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Response Summary:

Departmental Prefix  
FIN

Course Number  
1115

General Education Objective  
8: Information Literacy

Reporting Period  
2015-2016 Academic Year

Your ISU Email Address  
hackeann@isu.edu

Your Name  
Ann HACKERT

Your Campus Phone Number  
208-282-2506
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 8 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Determine the nature and extent of the information/data needed to accomplish a specific purpose. 82

iv. Understand the economic, ethical, legal, and social issues surrounding the creation, collection, and use of information/data. 72

v. Use information/data effectively to accomplish a specific purpose. 80

Additional comments regarding learning outcome achievement data:

The project assessments were completed before the last day to withdraw. The results are from those students completing the project. Although not part of this assessment, faculty teaching 1000-level classes in the College of Business are forming a task force to address retention in this level of class and other issues unique to introductory classes. The goal is to determine how to better support students who need help with basic academic skills and other aspects of the projects. An initial step occurred when FIN was able to staff a lab beginning in Fall 2016.

In addition to assessing overall performance we completed more detailed assessments of the individual components of the projects, exams and assessment instruments in order to better identify areas to focus additional efforts. The data was collected to find out information on what aspects of the goal need further work to develop steps to "close the loop."

List the direct and indirect assessment materials that were collected for this course during the past year.

Objective 1: Data on credit report project collected and evaluated

Objective 4: Multiple choice questions administered in an exam

Objective 5: Budget project data collected and evaluated

Outline the process by which assessment materials were reviewed.

Objective 1: Assesses student's responses to project based on a simple rubric

Objective 4: Assessed student's answers to exam questions

Objective 5: Assessed student's responses to a budget project based on a simple rubric

Summarize key findings from review of direct and/or indirect assessment materials.

Objective 1: Students have a basic understanding of the data found in credit reports, why they might not have one and how the data is used for decisions.

Objective 4: Students have a basic understanding of economic and social issues associated with predatory lending and borrowing by subprime borrowers.

Objective 5: Students were able to answer questions to analyze budget data, but struggles with the question related to their ability to save 10% of their income. This occurred because some students are in a life stage where they do not have income, only loans.

Summarize any steps taken or planned in response to assessment results.

Objective 1: Students report their life stage as part of another project and this affects whether they will have credit data or even a report. A sample paper student paper cannot be used because this information private so faculty will develop a hypothetical credit report and an exercise to evaluate it prior to projects.

Objective 4: How that MC questions were used for the initial evaluation we will use the responses to develop essay questions to administer on the topics.

Objective 5: The major area where students needed improvement was the requirement they develop a budget saving 10% of their income. Because students are in various life stages, some found this a challenge. Faculty will develop a model "Saving at any life stage" to help clarify issues.

Faculty will meet and develop stronger assessment rubrics using best practices and solicit feedback from students outside the classroom setting and from colleagues to make improvements.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

Mon, Oct 31, 2016 at 8:23 AM

To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuisr.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AHz5apoMV%26Q_R%3DR_37XfJbPvo7hidlr%26Q_R_DEL%3D1%26token=Sxrg2F6YHialEPMvXXRsc%2BC3S%2Bny%2B4fWe9AR8clqqO278%3D

HIST 1101, 1102, 1111, 1112, 1118, 1120, 2201, 2249, 2251, 2252, 2254, 2255, 2291 2015-2016 Academic Year

General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2FCP%2Fhome%2Fdisplaylogin%26token=%2F9sAXqnxvbv8Z0HoYTmE80Uij9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
   HIST

Course Number
   1101, 1102, 1111, 1112, 1118, 1120, 2201, 2249, 2251, 2252, 2254, 2255, 2291

General Education Objective
   6: Social and Behavioral Sciences  8: Information Literacy

Reporting Period
   2015-2016 Academic Year

Your ISU Email Address
   winsjess@isu.edu

Your Name
   Jessica Winston

Your Campus Phone Number
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)
   Yes. Proposed changes are indicated on GERC's Google Docs version of the assessment plan document.

Please indicate the percentage of students who satisfied each Objective 6 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:
   I am not sure how to answer this question. HIST has planned to do all gen ed assessments in November of this year, since we only got our assessment plans submitted in September and October.

List the direct and indirect assessment materials that were collected for this course during the past year.
   N/A. This year, we will only assess syllabi.

Outline the process by which assessment materials were reviewed.
   N/A

Summarize key findings from review of direct and/or indirect assessment materials.
   N/A

Summarize any steps taken or planned in response to assessment results.
   N/A

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
   No –

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.
   In the future, HIST will do assessments in August and September for the previous calendar year. Currently, however, as GERC knows, we are very behind and only submitted our assessment plans in September and October. Therefore, we are conducting assessments for the 2015-2016 year in November.

Embedded Data
   ResponseID  R_37XfJbPvo7hidlr
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuisuir.co1.qualtrics.com%2FSE%2F%3FSID%3D5BVu2AZzSapocMI%26Q_R%3DRM_bDjvC5BRDv3n3T%26Q_R_DEL%3D1&token=9ZoGTWlDv73jaAtk3%2FuQt6ZWxHNqR3akd%2Fub%2FLvb%2F1%3D

INFO 1101 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxvb8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Link to View Results: Click Here
URL to View Results: https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Fisuisuir.co1.qualtrics.com%2FCP%2FReport.php%3FSID%3D5BVu2AZzSapocMI%26R%3DRM_bDjvC5BRDv3n3T&token=QYEvq5y4em6EbA4cERggFflpQSskp2kdZKvYvPp0ko%3D

Response Summary:

Departmental Prefix
INFO

Course Number
1101

General Education Objective
8: Information Literacy

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
lovgtony@isu.edu

Your Name
Tony Lovgren

Your Campus Phone Number
4424
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 8 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Determine the nature and extent of the information/data needed to accomplish a specific purpose. 88

ii. Identify sources and gather information/data effectively and efficiently. 88

Additional comments regarding learning outcome achievement data:
This is data from only the spring semester. It is not collected for the year as a whole.

List the direct and indirect assessment materials that were collected for this course during the past year.
Research paper from 48 random students (12 from each of the four sections) and Syllabi.

Outline the process by which assessment materials were reviewed.
Per the rubric outlined in the assessment plan. For example, the paper is objective and addresses the issues referred to in the research question. Additionally, the references are scholarly, effectively used and correctly cited according to APA style.

Summarize key findings from review of direct and/or indirect assessment materials.
For some students, the research paper is a challenging assignment. For many students, the actual task of collecting and synthesizing data using their digital devices is the easiest part of the assignment. Assessing the credibility and analyzing the data as to how it helps the student answer their research question is a bit more challenging. The most difficult task for many students is actually choosing a topic, narrowing it and developing a question that requires in-depth research and analysis to answer.

Summarize any steps taken or planned in response to assessment results.
Begin working on the research paper earlier in the semester.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Embedded Data
ResponseID R_bDjvC5BRDDtvn3T
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>                           Mon, Oct 31, 2016 at 3:24 PM
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuir.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapociMI%26Q_R%3DR_0NDr1zClzoHnSJf%26Q_R_DEL%3D1&token=z8dUFwJuJbBPuuz51uq7Zhega3saYE7%2BE5L73Pj%2BESU%3D

LLIB 1115 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess
genral education learning outcomes in your course. If after reviewing your Response Report
below you would like to make any changes, please click on the link above to access and amend
your original submission. Once you submit the linked form again, the corrected entry will replace
the original. To submit forms for additional course numbers, please open a fresh form using the link
in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
LLIB

Course Number
1115

General Education Objective
8: Information Literacy

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
jardspen@isu.edu

Your Name
Spencer Jardine

Your Campus Phone Number
(208) 282-5609
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 8 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Determine the nature and extent of the information/data needed to accomplish a specific purpose. 97

Additional comments regarding learning outcome achievement data:

Our assessment of 15% of completed annotated bibliographies in the LLIB 1115 course found that 100% students found the correct number of required sources assigned by their instructor. Therefore, 100% of students correctly determined the extent of the information they needed in order to complete their annotated bibliography.

In this assessment we also found that 70.6% of students found all the correct source types required by their instructors. Nine of the 35 students (26.5%) were missing one source type; however, as we discussed the results we found that instructors defined source types a bit differently. One source met the requirements for one instructor but not another. Once we discussed as a group how we defined our source types, we found that more than 70% of students had met this outcome. This year we decided that if students partially met the source type outcome by missing one required source type we would count that as meeting the outcome.

We are considering some adjustments to our assessment plan, such as increasing the percentage for partially meet from 65% to 75%. It may be that we want to define that one source type can be missing from a student's annotated bibliography as defined by the instructor and still partially meet the outcome that a student "determines the extent of the information/data needed to accomplish a specific purpose."

List the direct and indirect assessment materials that were collected for this course during the past year.

We gathered each instructor's syllabus from each semester they taught as well as their rubric and assignment description for the final project or the annotated bibliography. We also gathered all students' annotated bibliographies from each of the sections taught.

Outline the process by which assessment materials were reviewed.

Following the Spring 2016 semester we began to gather instructors' syllabi and annotated bibliography assignment descriptions as well as students' annotated bibliographies. Instructors uploaded their students' work to the Library intranet system only accessible by library employees.

The Instruction Department's library assistant worked to generate a randomized sample of 15% of the submitted annotated bibliographies. Once she determined the sample set she deleted student names from work. She created a Google Form where we could answer questions after the assessment. A pdf form was embedded in each assessed annotated bibliography to help with the reporting process. The library assistant also saved the assessment responses electronically in a pdf archival format on the library server. Each instructor assessed a similar number of projects.

After the sample had been assessed, the Google Form allowed us to generate a report with graphs and comments. LLIB 1115 instructors met to discuss the results.

Summarize key findings from review of direct and/or indirect assessment materials.

Our assessment of 15% of completed annotated bibliographies in the LLIB 1115 course found that 100% students found the correct number of required sources assigned by their instructor. Therefore, 100% of students correctly determined the extent of the information they needed in order to complete their annotated bibliography.

In this assessment we also found that 70.6% of students found all the correct source types required by their instructors. Nine of the 35 students (26.5%) were missing one source type; however, as we discussed the results we found that instructors defined source types a bit differently. One source met the requirements for one instructor but not another. Once we discussed as a group how we defined our source types, we found that 97.1% had met this outcome.

Summarize any steps taken or planned in response to assessment results.

We are considering some adjustments to our assessment plan, such as increasing the percentage for partially meets from 65% to 75%. It may be that we want to define that one source type can be missing from a student's annotated bibliography as defined by the instructor and still partially meet the outcome that a student "determines the extent of the information/data needed to accomplish a specific purpose."

We may also want to update the column headings to "Excellent," "Satisfactory," and "Unsatisfactory," as this may improve clarity.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early
Appendix 3. GERC Reporting Receipts

college offerings? (If not, please explain.)
Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.
We have no suggestions for changes to the general education learning outcomes at this time.

Embedded Data
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GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fsisuir.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMI%26Q_R%3DR_5ujuQ6fUBfyozxX%26Q_R_DEL%3D1%26token=ObehZ%2BK%2BSo%2FVkeE5Mz60ULtq55tdkH8XgMtjmJaxck%3D

ANTH 2237 2015-2016 Academic Year
General Education Assessment Reporting Receipt

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Response Summary:

Departmental Prefix
ANTH

Course Number
2237

General Education Objective
9: Cultural Diversity

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
reedkath@isu.edu

Your Name
Katherine Reedy

Your Campus Phone Number
282-6137
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

   No

Please indicate the percentage of students who satisfied each Objective 9 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

   i. Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts. 85

List the direct and indirect assessment materials that were collected for this course during the past year.

   Course syllabi, map quizzes, essays, discussion forums, midterm exams, and discussions with instructors.

Outline the process by which assessment materials were reviewed.

   Collected samples of student were reviewed for their content and student performances relative to learning outcome #1.

Summarize key findings from review of direct and/or indirect assessment materials.

   The materials are largely about identifying defining characteristics of the culturally diverse communities for each region in these courses. The vast majority of students demonstrate a firm understanding of learning outcome #1.

Summarize any steps taken or planned in response to assessment results.

   None

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

   Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

   None

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ANTH 2239 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxv8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
ANTH

Course Number
2239

General Education Objective
9: Cultural Diversity

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
reedkath@isu.edu

Your Name
Katherine Reedy

Your Campus Phone Number
282-6137
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 9 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts. 95

List the direct and indirect assessment materials that were collected for this course during the past year.

The course syllabi, midterm exams, examples of student work, and discussions with instructors.

Outline the process by which assessment materials were reviewed.

Ten random samples of midterm exams were collected and reviewed for learning outcome 1.

Summarize key findings from review of direct and/or indirect assessment materials.

The majority of students are found to be demonstrating the knowledge of identifying defining characteristics of the cultures studied.

Summarize any steps taken or planned in response to assessment results.

None

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

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GERC Reporting Receipts

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CMLT 2207 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTM80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
CMLT

Course Number
2207

General Education Objective
9: Cultural Diversity

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
dillsand@isu.edu

Your Name
Sandra Dillon

Your Campus Phone Number
282-2637
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval?  
(Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 9 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts.  
ii. Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities.  
iii. Apply knowledge of diverse cultures to address contemporary or historical issues.

List the direct and indirect assessment materials that were collected for this course during the past year.

The committee collected the final exams.

Outline the process by which assessment materials were reviewed.

The exams were reviewed following the assessment methods as outline by the assessment rubric tabulation for CMLT 2207.

Summarize key findings from review of direct and/or indirect assessment materials.

Students were able to show a knowledge of diverse cultures and address contemporary and historical issues in the context of Europe. They are able to connect the elements of identity and their connections of culture.

Summarize any steps taken or planned in response to assessment results.

There are no steps planned in response to the assessment results.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

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GERC Reporting Receipts

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To: gercmail@isu.edu

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CMLT 2208 2015-2016 Academic Year  
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:  

Departmental Prefix  
CMLT

Course Number  
2208

General Education Objective  
9: Cultural Diversity

Reporting Period  
2015-2016 Academic Year

Your ISU Email Address  
huntdan@isu.edu

Your Name  
Dan Hunt

Your Campus Phone Number  
x3556
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 9 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts. 90
ii. Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities. 90
iii. Apply knowledge of diverse cultures to address contemporary or historical issues. 83

List the direct and indirect assessment materials that were collected for this course during the past year.

The course is offered every spring. Two sections were taught in Spring 2016, one with seat time, the other on line. Both shared the same syllabus and almost identical assignments. The syllabus, texts, grade summary, graded reading quizzes, exams, and compositions were collected.

Outline the process by which assessment materials were reviewed.

The syllabus and texts were reviewed, along with a representative sample of graded exams, quizzes, and compositions across all grade categories.

Summarize key findings from review of direct and/or indirect assessment materials.

The main text, Born in Blood and Fire by John Chasteen, treats the history of twenty Latin American countries from their origins in Native American, Iberian, and African cultural contact to the present. Ancillaries treat regional and international themes like the banana trade. Literary, artistic, and popular culture selections also expose students to a wide variety of cultural production. The syllabus directly addresses all three learning objectives. Around 85% of students were able to identify and discuss the most salient ethnic, social, cultural, and political features across this 500 year span. In the first writing assignment, around 70% could successfully compare conflicting primary accounts written by Native American and Spanish eyewitnesses; in the second, around 85% were able to show how literary works influenced their point of view regarding given historical events. On the final exam, roughly 90% were able to say how knowing this history could affect their political attitudes and actions in the future.

Summarize any steps taken or planned in response to assessment results.

Instructions for the primary text comparison will be clarified in an effort to raise the percentage of students who can successfully navigate the problem of applying critical logic and historical evidence to conflicting first-person testimony.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

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GERC Reporting Receipts

GERC <noreply@qemailserver.com>
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To: gercmail@isu.edu

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EDUC 2204 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxvb8Z0HoYTmE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
EDUC

Course Number
2204

General Education Objective
9: Cultural Diversity

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
linshu@isu.edu

Your Name
Shu-Yuan Lin

Your Campus Phone Number
3185
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)
No

Please indicate the percentage of students who satisfied each Objective 9 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts. 100
ii. Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities. 97
iii. Apply knowledge of diverse cultures to address contemporary or historical issues. 99

Additional comments regarding learning outcome achievement data:
No.

List the direct and indirect assessment materials that were collected for this course during the past year.

1. Diversity statement assessments (for learning outcome 9.1 and 9.2)
2. Family-School-Community Partnerships Assessments (for learning outcome 9.3)

Outline the process by which assessment materials were reviewed.
• The assessment materials were reviewed by the course instructors.
• The course team leader reviewed the assessment materials from TaskStream for teacher candidates.
• The course team leader also reviewed the assessments materials compiled by course instructors using Spreadsheet for GERC students.
• The materials were then sent to Department Chair for review.

Summarize key findings from review of direct and/or indirect assessment materials.
Key findings direct assessments: All students enrolled in the course performed well on the three learning outcomes as described in the following:
Learning outcome 1: 72.6% of students at Met at Target level and 27.4% at Acceptable level.
Learning outcome 2: 68.4% of students at Met at Target level, and 28.4% at Acceptable level. Only 3.2% of students were at the Unacceptable level.
Learning outcome 3: 67.0% of students at Met at Target level, and 23.7% at Acceptable level. Only .3% of students were at the Unacceptable level.

Summarize any steps taken or planned in response to assessment results.
Since students did well on assessments, there will be no need to revise the current plan. However, instructors will continue to scaffold and provide support for student learning.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.
No changes at this point.

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Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

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ENGL 2210, 2212 2015-2016 Academic Year
General Education Assessment Reporting Receipt

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https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTM980Ulg99a0v82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
ENGL

Course Number
2210, 2212

General Education Objective
9: Cultural Diversity

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
atjejenn@isu.edu

Your Name
Jennifer Eastman Attebery

Your Campus Phone Number
282-2478
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 9 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:
This first assessment cycle reviewed syllabi and representative major assignments of both ENGL objective 9 courses. For this cycle, student work was not assessed. So this cycle looked only at delivery of the courses. Student achievement will be the focus of the second assessment cycle during 2016-17. (In fact, during November we are just beginning to collect the student work for that assessment.)

List the direct and indirect assessment materials that were collected for this course during the past year.

Syllabi and representative major assignments of both ENGL objective 9 courses were collected.

Outline the process by which assessment materials were reviewed.

A faculty team from the English Undergraduate Committee assessed the syllabi and representative assignments using the GERC-approved rubrics (which ask the assessor to determine whether the course was designed to meet the stated competencies). Based on the assessors' work, the Director of Undergraduate Studies in English prepared an assessment report.

Summarize key findings from review of direct and/or indirect assessment materials.

The assessors found that all three competencies for objective 9 are present in the courses. However, these competencies were more explicitly stated in ENGL2212 (Introduction to Folklore) than in 2210 (American Cultural Studies).

Summarize any steps taken or planned in response to assessment results.

Results were presented to English adjuncts and faculty at workshops and the first faculty meeting in fall 2016. Information about the objective 9 competencies was shared and especially faculty teaching ENGL2210 were prompted to make explicit reference to the competencies in their syllabi.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

No changes suggested.

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ResponseID  R_2lZRzeOECpPyYHH
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

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To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuuir.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_%5BVu2AZzSapocM1%26Q_R%3DR_37XfJbPvo7hidlr%26Q_R_DEL%3D1&token=Sxr%2F6YHialEPMvXXRsc%2BC3S%2Bny%2B4Fe9AR8cfqqO278%3D

HIST 1101, 1102, 1111, 1112, 1118, 1120, 2201, 2249, 2251, 2252, 2254, 2255, 2291 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
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Response Summary:

Departmental Prefix
HIST

Course Number
1101, 1102, 1111, 1112, 1118, 1120, 2201, 2249, 2251, 2252, 2254, 2255, 2291

General Education Objective
Social and Behavioral Sciences
Cultural Diversity

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
winsjess@isu.edu

Your Name
Jessica Winston

Your Campus Phone Number
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)
Yes. Proposed changes are indicated on GERC's Google Docs version of the assessment plan document.

Please indicate the percentage of students who satisfied each Objective 6 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:
I am not sure how to answer this question. HIST has planned to do all gen ed assessments in November of this year, since we only got our assessment plans submitted in September and October.

List the direct and indirect assessment materials that were collected for this course during the past year.
N/A. This year, we will only assess syllabi.

Outline the process by which assessment materials were reviewed.
N/A

Summarize key findings from review of direct and/or indirect assessment materials.
N/A

Summarize any steps taken or planned in response to assessment results.
N/A

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
No –

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.
In the future, HIST will do assessments in August and September for the previous calendar year. Currently, however, as GERC knows, we are very behind and only submitted our assessment plans in September and October. Therefore, we are conducting assessments for the 2015-2016 year in November.

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Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fsisuir.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMI%26Q_R%3DR_77e6FfrnQAHmANn%26Q_R_DEL%3D1&token=Vxil5WJUtMlvL8Ap%2BCtw3TOJ5HBjd0NwfBk4CWNqQ0%3D

HIST 2255 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab

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Response Summary:

Departmental Prefix
HIST

Course Number
2255

General Education Objective
9: Cultural Diversity

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
njokraph@isu.edu

Your Name
Raphael Njoku

Your Campus Phone Number
2082824164
Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 9 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts. 87
ii. Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities. 87
iii. Apply knowledge of diverse cultures to address contemporary or historical issues. 87

Additional comments regarding learning outcome achievement data:

At the start of the semester, I discovered that a good number of the students who enrolled in the class were enthusiastic to learn about "African History and Culture." Many of them disclosed to me that they have little or no knowledge about the continent and retained certain biases picked up from the news media and other sources. By the end of the semester, the students have substantially improved on their cultural competencies through exams, quizzes, book reviews, class presentations on diverse topics, daily discussions and the final exam. More importantly, they were able to see many similarities between their non-African and African cultural and historical trends. They applied these similarities to marriage and family customs, social and organizations, trade, technology, slavery, and lots more. They also identified with Africa as the homeland of man, and appreciated the civilizations of the ancient and contemporary African people in comparison with other societies around the world.

List the direct and indirect assessment materials that were collected for this course during the past year.

- Quizzes based on physical, ecological, and human geography.
- A book review contextualized to test students' understanding of trends ushered in by colonial rule, gender questions, war and peace, and family life in transition, the interaction of the old and new ways of life, etc.
- Class presentations (in groups) on diverse topics on African history and culture.
- Weekly class discussions structured to gain insights into cultural competencies.
- Research long essay based on individual and group research on diverse topics on African history and culture.
- A final written exams with questions structured to test knowledge of diverse historical and cultural understandings.

Outline the process by which assessment materials were reviewed.

The History Departmental committee reviewed course materials to make sure that the contents of syllabus, assignments, discussion, debate topics, quizzes, exams, essays, presentations, and other course materials are appropriately testing the desired learning outcome.

Summarize key findings from review of direct and/or indirect assessment materials.

The result reveals that students who enrolled in and completed this class were able to identify the defining characteristics of the culturally diverse communities in regional, national, or global contexts. Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities. Apply knowledge of diverse cultures to address contemporary or historical issues.

Summarize any steps taken or planned in response to assessment results.

The Department will meet at the end of the semester following the assessment to discuss the results of the most recent assessment. If the review of student work indicates a problem with students achieving competency in one or more areas, the committee will devise a plan to address the problem. As the current result shows, there is no problem with the course attaining its intended outcomes/objectives.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.

None.

Embedded Data
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GERC Reporting Receipts

GERC <noreply@gemailserver.com>
Reply-To: GERC <trigger@gemailserver.com>
To: gercmail@isu.edu

https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fisuir.co1.qualtrics.com%2FSE%2F%3FSID%3DSV_5BVu2AZzSapocMI%26Q_R%3DR_09uNhzDalpPijtP%26Q_R_DEL%3D1&token=eRinuD0YrzSHM9T5QbI0MJKfMZ5qCmvCLFb4QbIQU%3D

IS 2202 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab.

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Response Summary:

Departmental Prefix
IS

Course Number
2202

General Education Objective
9: Cultural Diversity

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
njokraph@isu.edu

Your Name
Raphael Njoku

Your Campus Phone Number
2082824164
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 9 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts. 81
ii. Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities. 81
iii. Apply knowledge of diverse cultures to address contemporary or historical issues. 81

Additional comments regarding learning outcome achievement data:
This is one course I have seen students display rare high level of enthusiasm. They respond positively to a wide variety of themes and essay topics covering globalization, capitalism, politics, culture, human rights, women’s issues, peacemaking, sports, environment, nation states, healthcare, terrorism, and so on and how these play out on the global stage. The implicit idioms on culture and peoples in their diverse environmental settings is unrivaled.

List the direct and indirect assessment materials that were collected for this course during the past year.
(1) News Review
(2) 18 Reading and Writing discussions essays -
(3) Reflection essay
(4) OpEd Article
(5)

Outline the process by which assessment materials were reviewed.
The International Studies GenEd Curriculum Assessment Committee reviewed course materials to make sure that the contents of syllabus, assignments, discussion, debate topics, quizzes, exams, essays, presentations, and other course materials are appropriately testing the desired learning outcome. The committee examined the percentage of students passing this course in the year under review.

Summarize key findings from review of direct and/or indirect assessment materials.
The result reveals that students who enrolled in and completed this class were able to identify the defining characteristics of the culturally diverse communities in regional, national, or global contexts; describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities; and apply knowledge of diverse cultures to address contemporary or historical issues.

Summarize any steps taken or planned in response to assessment results.
The Department of Global Studies and Languages will meet at the end of the semester following the assessment to discuss the results of the most recent assessment. If the review of student work indicates a problem with students achieving competency in one or more areas, the committee will devise a plan to address the problem. As the current result shows, there is no problem with the course attaining its intended outcomes/objectives.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.
None. This course has been a wonderful addition to the undergraduate education at ISU.

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ResponseID R_09uNhZDaipPjtP
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>
Reply-To: GERC <trigger@qemailserver.com>
To: gercmail@isu.edu

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SOC 2201 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTM%5dE80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
SOC

Course Number
2201

General Education Objective
9: Cultural Diversity

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
heargesi@isu.edu

Your Name
Gesine Hearn

Your Campus Phone Number
4947
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)
No

Please indicate the percentage of students who satisfied each Objective 9 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

Additional comments regarding learning outcome achievement data:
We have not implemented our assessment plan, as we were awaiting final GERC approval.

List the direct and indirect assessment materials that were collected for this course during the past year.
N/A

Outline the process by which assessment materials were reviewed.
N/A

Summarize key findings from review of direct and/or indirect assessment materials.
N/A

Summarize any steps taken or planned in response to assessment results.
N/A

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)
Yes

Describe any changes to the general education learning outcomes themselves that you would like to suggest for consideration by GERC and the SBOE.
N/A

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Foreign Languages
GERC Reporting Receipts

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Reply-To: GERC <trigger@qemailserver.com>  
To: germail@isu.edu  

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FREN 2202 2015-2016 Academic Year
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp% 
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Response Summary:

Departmental Prefix  
FREN

Course Number  
2202

General Education Objective  
9: Cultural Diversity

Reporting Period  
2015-2016 Academic Year

Your ISU Email Address  
tatavali@isu.edu

Your Name  
Valia Tatarova

Your Campus Phone Number  
5732
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 9 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts. 90

ii. Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities. 90

iii. Apply knowledge of diverse cultures to address contemporary or historical issues. 90

Additional comments regarding learning outcome achievement data:

The third objective differs from section to section, depending on relative weight given to contemporary and historical issues by the instructor.

List the direct and indirect assessment materials that were collected for this course during the past year.

The textbook, "Interaction", used in FREN 2202, is a standard intermediate text based in national proficiency norms promoted by The American Council on the Teaching of Foreign Languages. All of the relevant Objective 9 criteria are built into "Interaction". The text features short, award-winning films produced in French speaking countries, along with a wide range of literary, artistic, cultural, and historical texts and other media.

All sections of FREN 2202 share a text, timetable, and weighted grading criteria distributed across exams, homework, composition, oral performance, and participation. A representative sample of syllabi, graded exams, and compositions were collected, along with a syllabus and final grade report for each section.

Outline the process by which assessment materials were reviewed.

Syllabi, compositions, exams, and grade records were reviewed for language competence and cross-cultural content, in accordance with ACTFL standards.

Summarize key findings from review of direct and/or indirect assessment materials.

All sections followed ACTFL norms for incorporating cultural materials into intermediate language acquisition. Like the text, the syllabi addressed the first two learning objectives directly. Around 90% of students were able to identify and to discuss in French important characteristics and cultural products of the Francophone culture, since the text features communication and exercises embedded in film, literature, and geography from around the world. In compositions, students were able to compare their own knowledge and experience with that of characters portrayed in literary works and film, and their French language skills were developed enough to address wider issues of identity, class, race, gender, politics, ideology etc... For example, the students learn the major differences between the French and American educational systems, the social values of the ecotourism in the Alpes, the universal importance of l'OIF / International Organization of the Francophonie/ and the poverty and political tension in Haiti. The third objective is more difficult to measure. Applying knowledge of diverse cultures to social issues is well represented in the text, but in practice this usually takes place in classroom discussion or in the world outside of academia. Some sections treat political issues more than others.

Summarize any steps taken or planned in response to assessment results.

Final review of the cross-cultural topics covered during the semester will be advised.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

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Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

GERC <noreply@qemailserver.com>
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Germ 2202 2015-2016 Academic Year
General Education Assessment Reporting Receipt

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https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTMe80Ulj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
Germ

Course Number
2202

General Education Objective
9: Cultural Diversity

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
dillsdan@isu.edu

Your Name
Sandra Dillon

Your Campus Phone Number
282-2637
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 9 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts. 100

ii. Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities. 100

iii. Apply knowledge of diverse cultures to address contemporary or historical issues. 100

List the direct and indirect assessment materials that were collected for this course during the past year.

The German Language Committee collected final exams, the second essay and a chapter test.

Outline the process by which assessment materials were reviewed.

The materials were reviewed following the assessment guidelines as outlined by the assessment methods for German 2201-2202. Each item was reviewed according to the General Education outcomes and given a satisfactory, marginal or unsatisfactory rating, depending on how the students' work fulfilled the general education outcomes.

Summarize key findings from review of direct and/or indirect assessment materials.

The students' work gathered met the general education outcomes for Objective 9. In the essays students were able to describe the influence of cultural attributes of German society and applied their knowledge of German multiculturalism to their specific essay topic. In the chapter exam students had to read a text about German elections and answer a series of questions dealing with the history of Germany and current issues.

Summarize any steps taken or planned in response to assessment results.

The materials gathered show that the course objectives align with the education objectives and no changes are needed at this time.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

Yes

Embedded Data

ResponseID  R_887HneQTogxYv1r
Appendix 3. GERC Reporting Receipts

GERC Reporting Receipts

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SPAN 2202 2015-2016 Academic Year 
General Education Assessment Reporting Receipt

The General Education Requirements Committee (GERC) thanks you for taking the time to assess general education learning outcomes in your course. If after reviewing your Response Report below you would like to make any changes, please click on the link above to access and amend your original submission. Once you submit the linked form again, the corrected entry will replace the original. To submit forms for additional course numbers, please open a fresh form using the link in the Institutional Research Channel of Bengalweb on the Academics tab
https://proxy.qualtrics.com/proxy/?url=http%3A%2F%2Fbengalweb.isu.edu%2Fcp%2Fhome%2Fdisplaylogin&token=%2F9sAXqnxbv8Z0HoYTMcE80Uj9aeOv82vHL6ybc1D2BU%3D

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Response Summary:

Departmental Prefix
SPAN

Course Number
2202

General Education Objective
9: Cultural Diversity

Reporting Period
2015-2016 Academic Year

Your ISU Email Address
hundani@isu.edu

Your Name
Dan Hunt

Your Campus Phone Number
x3556
Appendix 3. GERC Reporting Receipts

Has your department proposed significant changes to your assessment plan that warrant GERC review and approval? (Small changes within the spirit of the original plan do not require review.)

No

Please indicate the percentage of students who satisfied each Objective 9 learning outcome that was assessed during the reporting period. Select "Not Assessed" if the outcome was not assessed during the past year. (If your assessment process did not produce this form of data, please explain in the comments box below.)

i. Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts. 90
ii. Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities. 90
iii. Apply knowledge of diverse cultures to address contemporary or historical issues. 75

Additional comments regarding learning outcome achievement data:

The third objective differs from section to section, depending on relative weight given to contemporary and historical issues by the instructor.

List the direct and indirect assessment materials that were collected for this course during the past year.

All sections of SPAN 2202 (except for 2202 Honors) share a text, timetable, and weighted grading criteria distributed across exams, homework, composition, oral performance, and participation. The text, Imagina, is a standard intermediate text based in national proficiency norms promulgated by The American Council on the Teaching of Foreign Languages. All of the relevant Objective 9 criteria are built into Imagina to some degree. The text features short, award-winning films produced in Spanish speaking countries, along with a wide range of literary, artistic, cultural, and historical texts and other media. A representative sample of syllabi, graded exams, and compositions were collected, along with a syllabus and final grade report for each section.

Outline the process by which assessment materials were reviewed.

Syllabi, compositions, exams, and grade records were reviewed for language competence and cross-cultural content, in accordance with ACTFL standards.

Summarize key findings from review of direct and/or indirect assessment materials.

All sections followed ACTFL norms for incorporating cultural materials into intermediate language acquisition, and two instructors supplemented these with extended literary and cultural readings and music videos. Like the text, the syllabi addressed the first two learning objectives directly. Somewhere around 90% of students were able to identify and to discuss in Spanish important characteristics and cultural products Hispanic cultures, since the text features communication and exercises embedded in film, literature, and geography from around the world. In compositions, students were able to compare their own knowledge and experience with that of characters portrayed in literary works and film, and their Spanish language skills were developed enough to address wider issues of identity, class, race, gender, politics, and ideology, including, among other things, what it means to wear a hijab to school in Spain, the universal implications of human cloning, and the social values embedded in Mexican machismo as it relates to soccer and womanizing. The third objective is more difficult to measure. Applying knowledge of diverse cultures to social issues is well represented in the text, but in practice this usually takes place in classroom discussion or in the world outside of academia. Some sections treat political issues more than others.

Summarize any steps taken or planned in response to assessment results.

One instructor will be asked to incorporate cross-cultural elements more fully into exams and compositions.

Do the data and descriptions above encompass all modes in which this course is offered, including online and early college offerings? (If not, please explain.)

No – Honors SPAN 2202 employs alternative texts that intensify cultural diversity through more complex readings, exercises, compositions, and performances in literature, history, and popular culture. All Honors students fully meet Objective 9 requirements.

Embedded Data
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