

Q20.

IU Kokomo Program Assessment Tool

Thank you for supporting IU Kokomo's efforts at ongoing assessment of student learning and educational quality assurance.

It is recommended that reporters compose their answers to the various questions in this reporting survey, prior to actually entering the survey. An accompanying Word document with all questions is available from the Director of Assessment.

All data collected will be compiled and reviewed by the Faculty Senate Assessment Committee and the campus Director of Assessment. Report will be made to the Faculty Senate regarding areas of strength and weakness of assessment on campus each Spring semester. Members of the Assessment Committee may request additional information from units to aid review.

Units reporting student performance on program learning outcomes that is significantly below expectations will be re-examined in the next cycle.

Q21. Please provide your name and academic unit.

Denise Chauret School of Sciences

Q1. What reporting cycle are you reporting assessment data for? For example, 2014-2015, 2015-2016, etc.?

2016-2017 ▼

Q26. Briefly describe the learning outcome(s) you are reporting on for this cycle. If you have submitted a full copy of your program assessment plan to the Director of Assessment, you may use your numbering system from that document to identify the learning outcome of interest (i.e., We are reporting on learning outcome 2.4, Writing Effectively, described on page 7 of our assessment plan). You may also note specific components of learning outcomes in your description.

Goal 2 (Laboratory Work and Performance) Outcome 2 (Students will collect, analyze, and draw relevant conclusions from experimental data)

Q25. If you have previously assessed that/those learning outcome(s), when did that assessment occur, and what was your main conclusion from that assessment? What change(s) did you implement in teaching, curriculum, or other aspects of your program to address any weaknesses your assessment revealed?

Q3. Briefly describe how you measured student learning on the program learning outcome(s) you noted, in this cycle. Also, describe the course(s) or setting(s) where the assessment took place.

For example, quizzes/tests/exams (or selected questions on quizzes/tests/exams), written papers, or presentations from specific courses, or standardized tests given at specific points in the program, are common student artifacts that are used in learning assessment.

Component 1. Collection and organization of relevant data. -Chromatography technique lab: the ability to run TLCs (thin layer chromatograms) and transfer accurate images of them into the lab notebook. Component 2. Analyze experimental data appropriately. -Final Exam, question 5a: correctly calculating Rf values for spots on a TLC plate. Component 3. Interpretation of processed data. -Final Exam, questions 5bc: compound polarity determinations and practical implications with respect to TLC and column chromatography. Component 4. Identification of experimental errors. -Final Exam, question 1a: issues resulting from improperly performed hot filtration during recrystallization.

Q5. Briefly describe the student sample (i.e., sample size, typical year in college at time of enrollment) to aid interpretation.

Of 24 students in the two lab sections, 6 were chemistry or biochemistry majors. These students ranged from sophomore to senior.

Q7. Please report the quantitative findings resulting from your data analysis.

For example, you might report the percentage of students who met an acceptable level of performance, or average student performance on a particular measure, or the percentile rank achieved by a group of students in comparison to a larger pool (such as on a standardized assessment tool).

Component 1: 100% of chemistry/biochemistry students and 100% of other students were able to spot and run TLCs properly, and transfer images of them into their lab notebooks. Component 2: The Final Exam question regarding Rf value calculation was answered 79% correctly by chemistry/biochemistry students and 90% correctly by other students. (Answering the question at least 70% correct: 67% of chem/biochem students 89% of other students) Component 3: The Final Exam question regarding compound polarity determinations, with practical implications was answered 67% correctly by chemistry/biochemistry students and 86% correctly by other students. (Answering the question at least 70% correct: 50% of chem/biochem students 78% of other students) Component 4: The Final Exam question regarding identification of errors resulting from improperly performed hot filtration was answered 67% correctly by chemistry/biochemistry students and 81% correctly by other students. (Answering the question at least 70% correct: 50% of chem/biochem students 78% of other students)

Q8. Please state your interpretation of these findings, and your Action Plan for future improvement of student learning.

Make an effort to ensure continued motivation of chemistry/biochemistry students to perform at their highest possible level, and encourage them to ask questions when they do not understand a technique or concept.

Q28. Are there actions that IU Kokomo can take to support implementation of your Action Plan? Are there institutional challenges that your program faces that will make improvement of student learning on this outcome difficult? If so, you can describe those challenges and needs here.

NA

Q19. Please describe how you have shared these findings (for example, with current and prospective students, faculty, specific accrediting bodies, or other relevant parties).

If you have not yet shared your findings, please describe your plan for dissemination.

We do not plan to share this data at the current time.

Q24. If you have other comments about assessment to share with the Committee, please do so here.


Q9. Do you wish for the Director of Assessment, Dr. Julie Saam (jsaam@iuk.edu), to consult with your faculty regarding this result? That is, are you wishing for assistance at this time with your next steps?

- Yes
- No

Location Data

Location: [\(40.792404174805, -86.37979888916\)](#)

Source: GeolP Estimation



The map displays a region in Indiana, USA, with a red location pin. The pin is situated east of Naperville, Illinois, and west of Fort Wayne, Indiana. Major cities shown include Chicago, Indianapolis, and Toledo. State boundaries for Illinois, Indiana, and Ohio are also visible. The map includes the Google logo and 'Map data ©2017 Google' text.

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Q21. Please provide your name and academic unit.

Sara Deyo School of Sciences

Q1. What reporting cycle are you reporting assessment data for? For example, 2014-2015, 2015-2016, etc.?

2015-2016 ▼

Q26. Briefly describe the learning outcome(s) you are reporting on for this cycle. If you have submitted a full copy of your program assessment plan to the Director of Assessment, you may use your numbering system from that document to identify the learning outcome of interest (i.e., We are reporting on learning outcome 2.4, Writing Effectively, described on page 7 of our assessment plan). You may also note specific components of learning outcomes in your description.

Goal II Laboratory work and performance Outcome 1: Students will demonstrate the understanding and ability to carry out laboratory procedures effectively and safely. Outcome 2: Students will collect, analyze, and draw relevant conclusions from experimental data.

Q25. If you have previously assessed that/those learning outcome(s), when did that assessment occur, and what was your main conclusion from that assessment? What change(s) did you implement in teaching, curriculum, or other aspects of your program to address any weaknesses your assessment revealed?

Q3. Briefly describe how you measured student learning on the program learning outcome(s) you noted, in this cycle. Also, describe the course(s) or setting(s) where the assessment took place.

For example, quizzes/tests/exams (or selected questions on quizzes/tests/exams), written papers, or presentations from specific courses, or standardized tests given at specific points in the program, are common student artifacts that are used in learning assessment.

For C126 Outcome 1: Lab exercise, determining the hardness of water, successfully perform titration. Outcome 2: Exam 2, question 9, successfully perform titration calculations

Q5. Briefly describe the student sample (i.e., sample size, typical year in college at time of enrollment) to aid interpretation.

Chemistry Majors/Minors/Biochemistry Majors: 4/4//2 students

Q7. Please report the quantitative findings resulting from your data analysis.

For example, you might report the percentage of students who met an acceptable level of performance, or average student performance on a particular measure, or the percentile rank achieved by a group of students in comparison to a larger pool (such as on a standardized assessment tool).

Outcome 1: 9/10 Outcome 2: average score of 7.2 / 10 points

Q8. Please state your interpretation of these findings, and your Action Plan for future improvement of student learning.

Q28. Are there actions that IU Kokomo can take to support implementation of your Action Plan? Are there institutional challenges that your program faces that will make improvement of student learning on this outcome difficult? If so, you can describe those challenges and needs here.

Q19. Please describe how you have shared these findings (for example, with current and prospective students, faculty, specific accrediting bodies, or other relevant parties).

If you have not yet shared your findings, please describe your plan for dissemination.

We do not plan to share this information at this time.

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Hisako Masada School of Sciences

Q1. What reporting cycle are you reporting assessment data for? For example, 2014-2015, 2015-2016, etc.?

2016-2017 ▼

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Goal II Laboratory work and performance Outcome 1: Students will demonstrate the understanding and ability to carry out laboratory procedures effectively and safely. Outcome 2: Students will collect, analyze, and draw relevant conclusions from experimental data. Outcome 3: Students will design procedures appropriate to the goal of an investigation.

Q25. If you have previously assessed that/those learning outcome(s), when did that assessment occur, and what was your main conclusion from that assessment? What change(s) did you implement in teaching, curriculum, or other aspects of your program to address any weaknesses your assessment revealed?

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C329 / L329 Outcome 1: from lab report 4, protein purification Outcome 2: from lab report 3, protein denaturation efficiency Outcome 3: from lab practical, Generation of standard curve to determine the concentration of an unknown sample

Q5. Briefly describe the student sample (i.e., sample size, typical year in college at time of enrollment) to aid interpretation.

Chemistry/Biochemistry majors: 4 students Biology majors: 6 students BIPH majors: 2 student Psychology major: 1 student

Q7. Please report the quantitative findings resulting from your data analysis.

For example, you might report the percentage of students who met an acceptable level of performance, or average student performance on a particular measure, or the percentile rank achieved by a group of students in comparison to a larger pool (such as on a standardized assessment tool).

Outcome 1: Chemistry/Biochemistry (100%) Others (100%) Outcome 2: Chemistry/Biochemistry (75%) Others (78%) Outcome 3: Chemistry/Biochemistry (100%) Others (78%)

Q8. Please state your interpretation of these findings, and your Action Plan for future improvement of student learning.

C329/L329: 100% of students successfully purified recombinant protein, which was later submitted as a part of lab report 4. The skills needed to successfully complete data analysis for lab report 3 were to denature proteins and to analyze the rate of protein denaturation using an image-analysis program. Students were asked to design experiments to accurately determine the concentration of unknown protein samples in the lab practical. On average, more than 78% of students successfully completed these tasks, reaching our goals.

Q28. Are there actions that IU Kokomo can take to support implementation of your Action Plan? Are there institutional challenges that your program faces that will make improvement of student learning on this outcome difficult? If so, you can describe those challenges and needs here.

NA

Q19. Please describe how you have shared these findings (for example, with current and prospective students, faculty, specific accrediting bodies, or other relevant parties).

If you have not yet shared your findings, please describe your plan for dissemination.

We have not shared this information and do not plan to at the present time.

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Kasem Kasem School of Sciences

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2015-2016 ▼

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Outcome 1: Labs 2,3,4, 5,6,10,11 Ability to carry out laboratory procedures effectively and safely. Outcome 2: Labs 2,3,10,11 collect, analyze, and draw relevant conclusions from experimental data Outcome 3: ICP experiment (lab9) Student were able to produce a standard curve to determine the concentration of an unknown metal ion

Q5. Briefly describe the student sample (i.e., sample size, typical year in college at time of enrollment) to aid interpretation.

Course Number C311 Chemistry/Biochemistry majors: 6 students BIPH majors: 2 student

Q7. Please report the quantitative findings resulting from your data analysis.

For example, you might report the percentage of students who met an acceptable level of performance, or average student performance on a particular measure, or the percentile rank achieved by a group of students in comparison to a larger pool (such as on a standardized assessment tool).

Outcome 1: Chemistry/Biochemistry (100%) Others (50%) Outcome 2: Chemistry/Biochemistry (80%) Others (50%) Outcome 3: Chemistry/Biochemistry (100%) Others (50%)

Q8. Please state your interpretation of these findings, and your Action Plan for future improvement of student learning.

C311 : 100% of chem. /Biochem. students successfully performed the given procedure in given lab manual, learn how to operate analytical instrumentations and be aware of the sources of errors . Students were asked to present a lab report using the guidance on how to make an excellent lab report. Students were also able to derive logical conclusion of the obtained experimental data. The goal III with its outcomes was achieved with more than 80%.

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