Column1	Column2	Column3	Column4	Column5	Column6	Column7
Recorded Date	Please provide your name and academic unit.	What reporting cycle are you reporting assessment data for? For example, 2015-2016, 2016-2017, etc.?	What category of General Education learning outcome(s) are you reporting on?	What learning outcome(s) from Category I are you reporting on? Select all that apply.	What learning outcome(s) from Category II are you reporting on? Select all that apply.	What learning outcome(s) from Category III are you reporting on? Select all that apply.
1/29/2016 16:18	School of Sciences	2015-2016	Category IX: Physical and Life Sciences			

2/1/2016 17:04	School of Sciences	2015-2016	Category IX: Physical and Life Sciences			

2/1/2016 17:14	School of Sciences	2015-2016	Category IX: Physical and Life Sciences			

2/16/2016 11:54	School of Sciences	2015-2016	Category IX: Physical and Life Sciences			

2/16/2016 12:01	School of Sciences	2015-2016	Category IX: Physical and Life Sciences			

2/25/2016 13:56	Diana Mishler, Allied Health Sciences - Medical Imaging Technology program	2017-2018	Category IV: Critical Thinking			

2/25/2016 14:25	Diana Mishler, Allied Health Sciences - Medical Imaging Technology program	2017-2018	Category VI: Ethics and Civic Engagement			

Column8	Column9	Column10	Column11	Column12	Column13	Column14
What learning outcome(s) from Category IV are you reporting on? Select all that apply.	What learning outcome(s) from Category V are you reporting on? Select all that apply.	What learning outcome(s) from Category VI are you reporting on? Select all that apply.	What learning outcome(s) from Category VII are you reporting on? Select all that apply.	What learning outcome(s) from Category VIII are you reporting on? Select all that apply.	What learning outcome(s) from Category IX are you reporting on? Select all that apply.	If you are only reporting on certain components under the learning outcome(s) you selected, note that below.
					Outcome 4: Students will recognize the interaction of humans and the natural environment	Component 1: Students will recognize the effect of the environment on biological and physical systems. Component 2: Students will recognize the implications of human modification of the environment.

					Outcome 1: Students will apply the methods natural scientists use to explore natural phenomena,Outcome 2: Students will distinguish between scientific facts and other information	Outcome 1: Students will apply the methods natural scientists use to explore natural phenomena Component 1: Students will analyze, process and/or interpret data Outcome 2: Students will distinguish between scientific facts and other information Component 1: Students will distinguish between beliefs and opinion versus theory Outcome 4: Students will recognize the interaction of humans and the natural environment Component 2: Students will recognize the implications of human modification of the environment

					Outcome 3: Students will demonstrate understanding of the basic scientific principles in the biological or physical sciences,Outcome 4: Students will recognize the interaction of humans and the natural environment	Outcome 3: Students will demonstrate understanding of the basic scientific principles in the biological or physical sciences Component 1: Students will recognize the interrelation of principles and concepts within a branch of science Component 2: Students will recognize the complexity of the natural and/or physical world Outcome 4: Students will recognize the interaction of humans and the natural environment Component 1: Students will recognize the effect of the environment on biological and physical systems Component 2: Students will recognize the implications of human

					Outcome 1: Students will apply the methods natural scientists use to explore natural phenomena	Components 1 and 2

					Outcome 3: Students will demonstrate understanding of the basic scientific principles in the biological or physical sciences	Assessment for this course explores component 1 of outcome 3.

Outcome 1: Students will recognize issues that have alternative interpretations,Outcome 2: Students will compare the perspectives of others to their own,Outcome 3: Students will assess the quality of supporting evidence,Outcome 4: Students will assess the implications and consequences that result from proposed conclusions						All components for each outcome are assessed.

		Outcome 1: Students will identify the key elements and approaches to ethical situations and issues,Outcome 2: Students will identify the benefits of making informed judgments with regard to individual and group conduct,Outcome 3: Students will identify the benefits of civic engagement				All components are assessed.

Column15	Column16	Column17	Column18	Column19	Column20	Column21
For what General Education course are you reporting findings? If your unit collected data on more than one General Education course, please report results for each course separately (that is, complete this survey once for each Gen Ed that you are assessing).	Briefly describe how you measured student learning on the Gen Ed outcome(s) you noted. For example, quizzes/tests/exams (or selected questions on quizzes/tests/exams), written papers, presentations, or standardized tests are common student artifacts that are used in learning assessment.	Briefly describe the student sample (i.e., sample size, typical year in college at time of enrollment) to aid interpretation.	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).	Please state your interpretation of these findings, and your Action Plan for future improvement of student learning.	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.	If you have other comments about assessment to share with the Committee, please do so here.
BIOL-L 270 Humans and Microorganisms	Final exam question. One approach used in the bioremediation of toxic chemical pollutants is to inject genetically-engineered microorganisms (GEMs) in the contaminated site. Why would one do that? Briefly explain. This question addresses pertinent issues related to those two learning outcomes.	12 students	9 out of 12 students (75%) answered the question in a satisfactory way.	This is a reasonable level of success for a general education course. However, I think we need to reinforce learning outcome 2 (implications of human modification of the environment). This learning outcome is more difficult for students. They do not always understand the (basic) scientific approach to measuring those implications,	They will be reported on the iuk website.	

BIOL-L 105 Introduction to Biology	Outcome 1, Component 1 You are preforming an experiment studying the enzyme lucky which catalyses the reaction that converts the substrate tri-down-coltine into the product uni-down-coltine. If you add increasing amounts of tri-down-coltine into the solution, what do you expect to happen to the reaction's rate? (Assume the concentration of the enzyme is unchanged). A)The reaction will go faster at first, but then plateau and adding more substrate will not make it go faster B)The reaction will go faster in an exponential fashion C) The reaction will go faster in a linear fashion D) The reaction will slow down as more substrate is added	62 students. They are mostly freshmen. Most of them are biology, health science, and biochemistry majors.	Outcome 1, Component 1: Answered correctly by 41/62 students (66%) Outcome 2, Component 2: Answered correctly by 39/62 students (63%) Outcome 4. Component 2: Answered correctly by 45/53 students (85%)	Outcome 1, Component 1: Basic biochemical principles are challenging in the course, but weâ€™re nearly there. Adding an in-class assignment to reinforce the concept will probably help. Outcome 2, Component 2: Understanding the scientific definition of a theory still eludes many students due to the difference between the scientific definition of a theory and the commonplace usage. More in-class discussions will be added to address this issue. Outcome 4. Component 2: This is part of a set of question on climate change, specifically phonological changes. Most students are able to recall the current scientific findings on	It will be shared at a School of Sciences meeting and posted online.	

CHEM-C 109	Outcome 3 Component 1 Question 8 of final exam. A) The structure shown below is the skeletal structure of a ___. a) wax b) triglyceride c) phospholipid d) steroid B) The molecule above will most often be found ___. a) in blood serum because molecule is hydrophilic b) in blood serum because molecule is hydrophobic c) embedded within membrane because molecule is hydrophilic d) embedded within membrane because molecule is hydrophobic Outcome 4	18 students, most of them are freshmen or sophomores in the nursing program.	Outcome 3 Component 1 13/18 (72%) answered correctly. Outcome 4 Component 1 17/18 (94%) answered correctly.	Many students have gained an adequate understanding of those scientific principles.	To be shared with other chemistry faculty and online.	

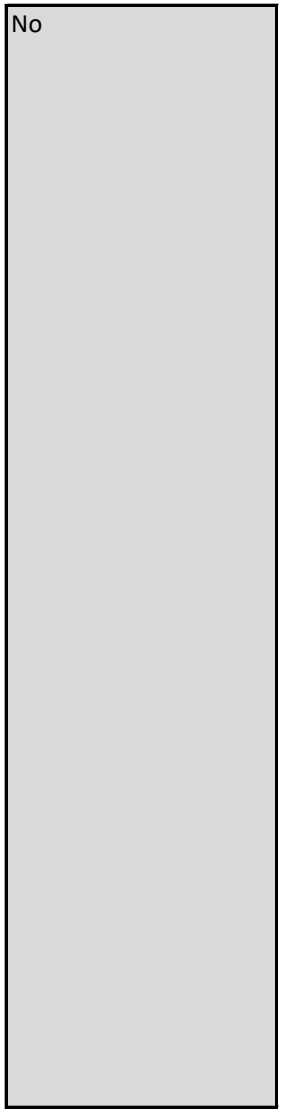
AST-A 110 Spring 2015	Assessment 1 explores components 1 and 2 for outcome 1 through an assignment where students construct and interpret their own version of Hubbleâ€™s diagram with a small data set assembled through the Sloan Digital Sky Survey. To successfully complete the assignment, students needed to create a plot of redshift velocity versus magnitude (a proxy for distance) and identify the slope of their trend line as the analog of Hubbleâ€™s constant for the expansion rate of the Universe.	33 students from various majors. Most of them are juniors/seniors.	25 / 33 students successfully completed the Hubble diagram assignment (75.8%).	These results show that the students had a good understand of the exercise. Learning outcome # 1 was met by the majority of students in the class.	IU Kokomo assessment website	

AST-A 110 Summer 2015	Assessment is measured via the Astronomy Diagnostic Test (ADT); which was administered on the first and last day of class. Students that dropped the class are not included in the pre-test.	21 students from various majors (most are juniors/seniors).	Pre-test Post-test Number 21 20 Mean score 5.96/21 10.2 Median score 6 10 Standard deviation 2.23 4.2 0 Maximum score 11 18 Minimum score 2 4	From Brogt et al. 2007 (Astronomy Education Review, 6, p25) different teaching modes have pre-test scores ranging from 6.09 to 7.31 and post-test scores ranging from 8.60 to 11.44. The highest scores in both cases were for classes that included lecture, discussion and laboratory components. These assessment data fall within these ranges.	IU Kokomo assessment website	

AHLT R406 - Diagnostic Imaging II	In class discussions, online Discussions via Canvas (fka Forums via Oncourse), quizzes, assignments, sources used to correct exams and assignments are all used to measure student learning.	The MIT program has had 7-21 students per year. It was a fairly new program in the beginning stages of this assessment but has grown in numbers since beginning assessments in these areas. The students are all seniors.	Our benchmark has been for students to achieve a score of 75-90% to meet expectations in these areas as 75% is required to pass the national certification examination. Students achieving a score of >90% in these areas is considered exceeding expectations. A score below 75% is considered not meeting expectations. To date, 100% of students have scored 75% or above. More specifically, 30-55% of students have achieved scores in the 75-90% range while 45-70% have achieved scores in the >90% range depending on the year and component assessed.	The students were able to at least meet expectations. It has been interesting to note that more specific areas being assessed have yielded more students in the "meets expectations" category while broader topics requiring assimilation of material from the previous semester along with current semester information have yielded the highest results with more students scoring in the >90% range. This indicates students are effectively combining the information from other program courses, clinical experiences, and the current course in order to critically think in more holistic terms. This is a desirable outcome for program effectiveness and the assessment thereof since students	We currently assess our program effectiveness, which ultimately includes this data only not broken out by the course. Since the cohorts can sometimes be small in number, we desire to protect the privacy of our students and do not feel it would be appropriate for any identifiable data to be disclosed. However, our program effectiveness data incorporates such findings as these. We annually provide the program effectiveness assessments to the academic unit chairperson and the assessment coordinator to be forwarded to the assessment committee. It can also be found on our academic webpage.	

AHLT R407 - Seminars Advanced Medical Imaging	In class discussions, Discussions via Canvas (fka Forums via Oncourse), exams, quizzes, and assignments have been used to assess the student learning.	The program has had anywhere from 7-21 students. The first years had fewer students but the enrollment has increased as the program was in its new stages at the beginning of these assessments.	Because our national registry examinations require a score of 75% to pass, our categories are as follows: <75% "Does not meet expectations", 75-90% "Meets expectations", >90% "Exceeds expectations". Since 2008, there have only been 2 students who did not at least meet expectations in one or more of the components. One student significantly improved scores by the time of the final examination, indicating a strong correlation between the material in this course and the clinical component of the program as the score was below expectations in the patient care aspect of the assessment. The other student also scored below expectations in the	It seems as though performance in the patient care aspects of the course strongly correlate with clinical performance. If a student is performing well in the clinical setting, those scores will likely be higher. Even if they are not meeting expectations in the early phase, their strong clinical performance with enhance their performance in this course. If a student is not performing well clinically, that student will likely not meet expectations regardless of the phase in the course. The reciprocal could also be true. If a student performs well in this course, he/she is likely to be able to apply these principles within the clinical setting and could be a good indicator for	Because some cohorts have been quite small, we have not published any specific course findings publicly but have instead integrated them into the program effectiveness assessments. Since the cohorts can sometimes be small in number, we desire to protect the privacy of our students and do not feel it would be appropriate for any identifiable data to be disclosed. However, our program effectiveness data incorporates such findings as these. We annually provide the program effectiveness assessments to the academic unit chairperson and the assessment coordinator to be forwarded to the assessment committee. It can also be found on our academic webpage.	

Column22
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?
No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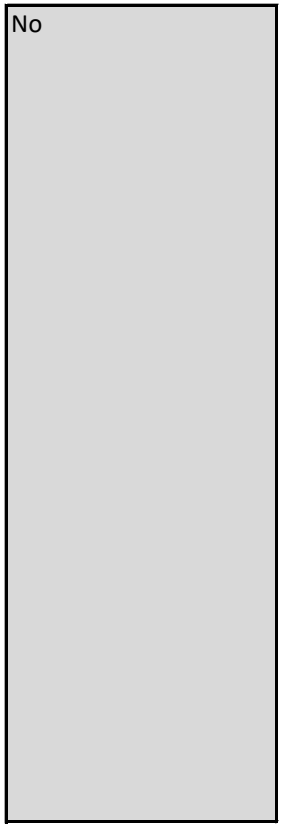
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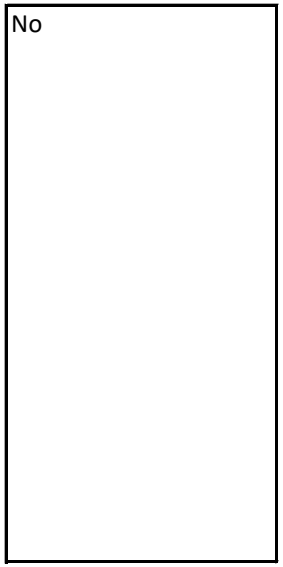
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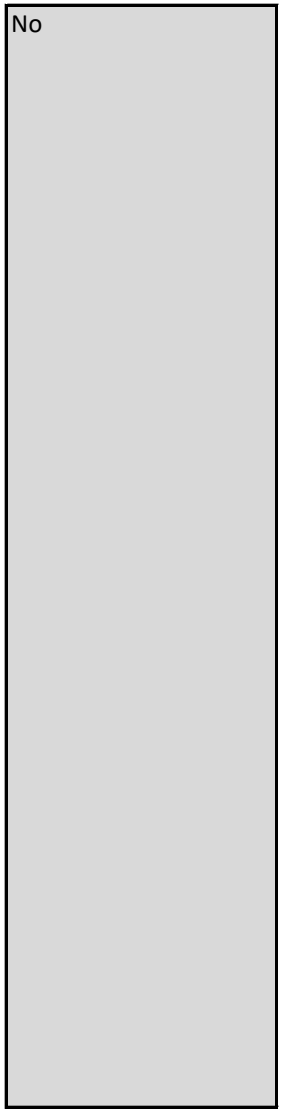
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