

## **IWU Assessment Reports 2022-2023**

### **Business**

The Department expects there to be more application type pedagogy and assessment and less emphasis on rote learning. Marketing, for example, will adopt a simulation which requires decision making across core concepts in all sections starting in Spring 2023. Note that application and is already common in several required department sections including Business Law and Strategy and Policy.

Some course materials will change in support of the mission statement of The School of Business and Economics. The SoBE expects to quickly implement its own assessment regimen consistent with different departmental needs and the SoBe mission statement.

### **Environmental Studies**

Our unit continues to develop longitudinal data on how well we impart foundational knowledge in 3 areas. It is clear that our students perform better than their peers in Earth Science, and show vast improvement in their knowledge of Environment and Society over the course of their IWU career. They leave IWU confident in their knowledge in all three foundational areas. Small improvements in Systems Thinking were recorded, but hindered by a small sample size owing in part to extreme disruptions caused by a pandemic and faculty turnover within the program.

### **Neuroscience**

In the first three years of the neuroscience program, we have established our strategic assessment plan and developed various measures for assessing our learning goals. We have completed assessment for all seven of our learning goals and found that we are largely meeting these goals based on both direct and indirect measures. Specifically, students graduating from IWU with a degree in neuroscience demonstrate a clear understanding of the interdisciplinary nature of the field and develop a strong scientific literacy and understanding of the scientific method. Data from direct measures in our introductory behavioral neuroscience course and our senior capstone course indicate that students also develop a broad understanding of the structure and function of the nervous system with a depth of knowledge in cellular/molecular and behavioral perspectives. Students in the neuroscience program also demonstrate oral and written communication skills appropriate to the discipline and develop an understanding of the ethical issues of human and animal research in the neurosciences. Importantly, students are able to identify their own success in meeting the learning objectives established for the major and direct measures of student learning support student self-assessment. While we are pleased that our program is meeting its learning goals, we recognize room for improvement in our assessment process. We will continue to refine our measures and look to embed our direct assessment measures through more of our courses.

## **Nursing**

Two direct measures of student learning used within the School of Nursing are the NCLEX-RN® first time pass rates and critical thinking as measured by changes in the pre and post California Critical Thinking Disposition Inventory (CCTDI) scores from first year to graduation. Additional indirect measurement of critical thinking is obtained through survey data.

## **Psychology**

During this past assessment cycle, we addressed the following student learning goals using both direct and indirect measures: the learning of key concepts in our psychology 100 class, the ability to critically think about and apply psychological principles to research design and analysis, and the ability to apply critical thinking and psychological principles to outcomes in everyday life and social situations in the context of appropriately using ethics to understand the limitations of psychological knowledge. The data suggests students were successfully exposed to a psychology curriculum that demonstrates these learning goals. Direct measures from the introductory level course in psychology suggest students demonstrated knowledge of most subfields in Psychology. Results from a senior student survey, our REP program, and our Research Methods course assessment also suggest students have been exposed to consistent level of instruction regarding the critical analysis, interpretation, reporting, and execution of scientific inquiry within the science of psychology.