

## **Loyola Marymount University – 2021 Assessment Grant Report Abstracts**

### *Chemistry and Biochemistry – Jeremy McCallum and Robert Senter*

After formalizing our curriculum map and assessment plan a year and a half ago, our department's efforts in analyzing our assessment data and preparing for upcoming departmental assessment activities diminished due to the COVID pandemic. We utilized this grant to perform three tasks: (A) reassess implementation of our assessment plan and schedule, (B) analyze assessment data, and (C) prepare a report to be presented at our fall retreat in preparation for our program review.

### *Core Curriculum – Tony Perron, Shonda Buchanan, Michael Noltemeyer, and Townsend Scholz*

Our team set out to design a simple and flexible instrument to assess writing in LMU's First Year Seminar sections. We met weekly in June and came up with an in-class exercise in which students responded to a video on a debatable topic with a short essay. The initial plan was that such a tool could be used to create before-and-after data to properly measure how well students' writing skills were progressing in FYS. We will be working this fall to refine the tool and attempt a broader assessment of writing in FYS sections in spring 2022.

### *Dance – Laura Ann Smythe, Rosalynde LeBlanc Loo, and Bernard Brown*

A committee of full-time faculty members and one external consultant pooled their myriad dance expertise to better define the tenets of jazz dance relevant to a university dance program. The faculty used these tenets as a platform to rewrite the syllabi, including course descriptions and student learning outcomes, for jazz dance levels III, IV, V and VI. Additionally, standardized written, oral, reading and performative assignments were developed to provide students with an historically and culturally contextualized jazz dance education. These new syllabi were designed with attention to equity and inclusion, offering diverse entry points into the study of jazz dance.

### *English – Stuart Ching and Paul Harris*

The English Department's 2021 assessment grant supported work to complete a comprehensive revision of documents and materials necessary to implement modified requirements in the English undergraduate curriculum. The tasks completed include revised Bulletin content (Mission Statement, revised learning outcomes, revised required courses with descriptions, revised course list sorted by new area requirements, and 4-year Plan); a prospective 2-year schedule of course offerings and new process for creating the schedule; a curriculum map reflecting new requirements; a three-year assessment plan; and a draft of a Query to Modify Existing Program for submission to BCLA and APRC.

### *Health and Society – Rachel Washburn and Inas Kelly*

Rachel Washburn and Inas Kelly assessed Health and Society students' ability to analyze how social forces shape health, broadly defined. A rubric was developed, evidence was collected from Introduction to Health and Society courses taught in AY 2020-2021, and the rubric was applied to a sample of papers from this course. Rubric scores were quantitatively analyzed to characterize student achievement on the selected learning outcome. Overall, this process revealed that students are doing quite well with this learning outcome.

### *Marketing – Aidin Namin*

Aidin Namin (Associate Professor of Marketing) conducted an assessment project to study Marketing Program's learning outcomes for an innovative course project through both in-person and online teaching modalities. The COVID-19 pandemic has significantly changed many aspects of our lives, including the instruction method at LMU. In this project, the goal is to assess a business core course, which holds the Oral Communications Flag, during LMU's first year of fully online instruction and use analytics estimation techniques to compare the results with in-person teaching modality. Empirically validated findings show how online instruction may impact Oral Communications Skills for business major students.

### *Yoga Studies – Chris Chapple, Nirinjan Khalsa, and Lori Fazio*

Core faculty and staff convened over the summer via email, Zoom, and in person to complete the cycle of course assessment that began in 2016 and to initiate the Academic Planning and Review process. In addition to communicating via email, the program director, the program administrator (Amy Osborne) and two full time faculty affiliated with the program (Drs. Nirinjan Khalsa and Lori Rubenstein Fazio), met to assess the two remaining courses that had not been evaluated: YGST 6020, Yoga Philosophy: Text and Practice, and YGST 6082, Comparative Mysticism. As with prior assessments, we reviewed samples of student work, matched the stated learning objectives with the syllabus, and talked about the role of the course in fulfilling the learning objectives of the degree program. We also reviewed the work for the coming academic year, the overall program evaluation. We reviewed each of the stated tasks, discussed possible external evaluators, and jointly completed the attached intake document.