

## Loyola Marymount University — 2024 Assessment Grant Report Abstracts

### Department of Health and Human Sciences — *Hawley Almstedt*

Supervisor ratings for Health and Human Science interns since 2019 indicate external validation of consistently very good to excellent effectiveness in communication. Data from senior exit surveys since 2019 indicate that recent Health and Human Science graduates agree or strongly agree that the department has supported their application and appreciation of the LMU Mission and ethics of Health and Human Science related careers. As a result of this assessment work, I recommend adopting rubrics to use in future assessment as well as a few small edits to our departmental assessment plan in effort to streamline and clarify work moving forward.

### Department of Art and Art History — *Kristin Noreen, Amanda Herring and Damon Willick*

During summer 2024, the Art History program updated and evaluated the Art History curriculum map, created an assessment plan for our upcoming APR review in AY25-26, created two new rubrics that evaluated PLOs 1-5, and gathered evidence of student learning from courses across the Art History curriculum. This process has allowed us to not only better understand how well the department is meeting our PLOs, but also identify future pathways needed in preparation of our upcoming APR review.

### Department of Psychological Science — *Vandana Thadani*

Through this grant, I developed a tool for collaboratively assessing (i.e., by student and professor) students' participation, engagement, and academic professionalism. The tool leverages Brightspace "quizzes" to automate scoring of these skills on specific criteria. This assessment strategy is intended to: make transparent the behaviors required for the skills above; scaffold students to monitor their own behaviors and ultimately internalize the criteria; provide students opportunities to improve based on feedback; address equity/opportunity gaps for students who don't know what it means to engage actively, participate meaningfully, or behave professionally in courses; facilitate faculty assessment of participation to be less cumbersome, more nuanced, and less subjective than traditional strategies; and allow students' to weigh in on their assessment. I have developed a short guide—including assessment process, criteria/items and Brightspace programming tips—that I will happily share with faculty members who request it.

### Department of Health and Human Sciences — *Jenevieve Roper*

The purpose of the Health and Human Science Knowledge and Communication Requirements Assessment Grant was to evaluate three Health and Human Science Program Outcomes related to knowledge and communication. During Summer 2024, data was collected and analyzed to evaluate achievement of these outcomes. The Gateway and HAPS exams showed positive outcomes for each year analyzed, with the department achieving a HAPS score well above the national average. Oral communication scores were deemed excellent based on rubric scores. Lastly, lab scores in our required

Health and Human Science upper division course demonstrated effective transference of foundational knowledge to upper division courses.

#### Department of Animation — *Jo Meuris and Tom Klein*

The Animation Department has been preparing for the APRC Review for the 2026 Academic Year, which will occur during the semesters of Fall 2025 and Spring 2026. This summer, Jo Meuris and Tom Klein began sorting through old Animation APRC Review material and collecting and evaluating student survey data. We also created and administered the test that we will use for AY25.

The current data is insufficient and does not track closely enough to our department learning outcomes, with previous Senior Exit Surveys having lapsed for a period, although the sophomore surveys did continue without interruption. To address this, we are gathering more data and we will take measures to ensure students complete exit surveys during class time. We also plan to redesign the survey with a few adjustments, including fewer open-ended responses, and will assemble artifacts and examples of student work. Finally, the university's Animation APRC Review folders will be populated in proper order to make the material available for assessors.

#### Department of English — *Paul Harris*

A major focus of the English department in AY 2021-22 following its completion of the English Academic Program Review cycle was to revise its undergraduate curriculum requirements and develop criteria, including learning outcomes, for new courses. In Spring 2024 the department approved a revised set of requirements for the Minor. The department proposes to change the Minor from 5 courses to 4 courses, and to allow LD ECRE courses offered by English to count toward the Minor. In order to implement the revised minor requirements in Fall 2025, the department needs to submit a Proposal to BCLA and APRC at the beginning of the Fall 2024 semester. The summer project focused on completing a Proposal for Modification of an Existing Program for submission to the BCLA Curriculum and Assessment Committee and APRC in Fall 2024. This work had to be completed in summer to ensure timely submission of the Proposal; summer work will also allow for consultation with BCLA CAC during the summer to anticipate any missing elements or other issues with the Proposal.

#### Department of Chicana/o and Latina/o Studies (CLST) — *Dr. Priscilla Leiva*

In preparation for CLST's APR year (2024-2025), I focused on an assessment of the department's programmatic learning outcomes that aligns with an equity-minded assessment. This assessment includes supporting the Department Chair's goal to standardize requirements throughout the curriculum and consider how the learning outcomes might integrate diverse pedagogies in an organized way. My efforts will represent the department's first assessment on its learning outcomes since they were written. This summer, I assessed the four current program learning outcome according to my research on best practices and reported back to the department at the CLST Department retreat in August. I also surveyed the learning outcomes of other ethnic studies units at LMU and those of competitor schools. This work highlighted the need to discuss the prospect of creating learning outcomes that are more specific and include how particular outcomes are achieved. The comparisons with LMU units and competitor schools offered an important discussion about the unique nature of our disciplinary organization at LMU and we might mobilize our strengths to create more cohesive SLO's and rewarding curricular experience for students. They also enabled me to offer recommendations to the department about who might be best suited to serve as external reviewers.