

# Center for *T*eaching *E*xcellence

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**Loyola Marymount University  
Scholarship of Teaching and Learning Showcase Week**

## **Scholarly Approaches to Student Outcomes Assessment Poster Session**

**September 26, 2007**

This informal poster session features a variety of scholarly approaches to student outcomes assessment at LMU undertaken by Academic departments and by Student Affairs programs. Included are examples of work in the introductory phase of the assessment cycle, as well as examples of work that has “closed the loop.” This poster session not only enables us to learn how colleagues from other areas of LMU are approaching student outcomes assessment but also contributes to the Carnegie Affiliate umbrella theme proposed by Purdue University, Park University and LMU:  
A Scholarly Approach to Student Learning.

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### **Poster #1 Biology**

Wendy Binder, Philippa Drennan, M. Catharine McElwain

The Biology department has been actively involved in collecting assessment data (e.g. ETS Field Exam and annual exit interviews) for the past decade, providing a database to assess student performance and answer a variety of questions about student achievement. We are currently mapping these data to our curriculum. These maps will provide insight into the success of our curriculum. We will develop and refine departmental goals and identify gaps in our assessment process. In Fall 2007 we aim to refine program outcomes, and in Spring 2008 we will organize our assessment data and continue an in-depth analysis of our program.

### **Poster #2 Center for Teaching Excellence Investigating Students' Disciplinary Understanding**

This poster describes the steps involved in a scholarly investigation into students' understanding of their disciplinary major, how their understanding compares to an expert view of the disciplinary field, and whether a single course or the major curriculum can influence the students' views to become more expert. Resources for undertaking such a project will be provided.

**Poster #3 Communication Studies****Developing a Scoring Rubric for Program Assessment in Communication Studies**

Kyra Pearson and Paige Edley

This poster displays a rubric developed by Communication Studies for the purpose of program assessment. It provides a useful model for developing rubrics with dimensions matched to learning outcomes.

**Poster #4 History**

John Grever, C.F.M.M.

The History department presents their current assessment work including an outline of their annual report for '06 - '07, as well as some examples of student work.

**Poster #5 Mathematics****Addressing Student Concerns Regarding Career Related Advising**

Suzanne Larson, Curt Bennett, Ben Fitzpatrick, and Scott Wright

As part of the Mathematics Department's assessment efforts, the chairperson conducts exit interviews with the graduating senior math majors each year concerning the quality of the student's experience as an LMU math major. This poster will describe a recent assessment cycle where (i) using results of the exit interviews, a concern regarding availability of math-related career information was identified, (ii) a response strategy was planned and implemented, and (iii) later assessment tools show the concern to have been adequately addressed.

**Poster #6 Modern Languages and Literatures Assessment Spring 2006**

ASSESSMENT COMMITTEE MEMBERS: Mónica Cabrera (Chair), Petra Liedke-Konow, Marc Lony, Alicia Partnoy, and Erica Scott (Student Representative)

Two learning outcomes were assessed in core curriculum courses of the Spanish and French majors. The first one was student's knowledge and use of technical language in the analysis of literary texts. The second one was intercultural awareness. The results indicate that, although students' performances for both technical language and intercultural awareness are on the higher side of the scales, the latter seems to still be challenging.

**Poster #7 Sociology**

ASSESSMENT COMMITTEE MEMBERS: Jim Faught, Stacy Burns, and Dave Marple

This poster presents the Sociology Departments' assessment plan as of Fall 2006. It lists departmental objectives, learning outcomes, and assessment methods. Then it presents an analysis of the data collected and describes what steps will be taken to "close the loop" in the assessment cycle.

**Poster #8 Student Affairs****Academic Community of Excellence Programs and Symposia**

Eddie Becton

ACE develops undergraduate scholars of color for research, graduate educational and professional opportunities. ACE is a competitive scholars program that emphasizes academic excellence, faculty-student research, scholarship and internship exploration and experiential opportunities. The purpose of the symposia is to provide an open forum for ACE scholars to present their research projects to the LMU and larger community.

**Poster #9 Student Affairs**  
**HPV Awareness and Prevention Program**  
Eddie Becton

Student Health Services (SHS) developed a campus-wide project to inform the LMU community about Human Papillomavirus (HPV). HPV affects millions of people each year and may lead to cervical cancer in women and penile cancer in men. The HPV Awareness and Prevention Program was designed to provide educational/factual information about HPV to students such as prevention, how HPV is transmitted, diagnosed, and treated. The program consisted of a pre-post assessment of students' knowledge about HPV. There was also a vaccination component of the program.

**Poster #10 Student Affairs**  
**Student Leadership Initiative: The Student Leadership Institute**  
Eddie Becton

The Leadership Institute is a three component program: 1) curricular, 2) co-curricular and 3) a capstone experience. The fundamental aim of the Institute is grounded in the University's mission to educate the whole person, provide leadership education, development and training to cultivate personal leadership in all students. Students enter the Institute at the Individual Values component or join at the Value component appropriate for them. The goal is for first year or sophomore students to enter Individual Values and complete through Community Values. This allows for flexibility in the program and appeal to a broader audience of students.

