Stevens Institute of Technology

School of Business

**AACSB
ASSURANCE OF LEARNING**

**Bachelor of Science in Business**

**Indirect Measurement**

**Name of indirect measurement: Exit Surveys**

Responsibility: Zvi Aronson

**Date**

**April, 2024**

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# 1. INTRODUCTION: Indirect measurement standards definition

**Indirect measures of learning** refer to evidence attained from third-party input that is not based on direct observation of individual performance behaviors or outcomes. For example, an employer survey asking for an assessment of how a school’s learners have performed on internships relative to learners from peer institutions is an indirect measure. However, a learner who completes an internship for degree credit and is assessed by the company on individual performance, with such feedback provided to the school, is a direct measure. Examples of indirect assessments include exit surveys, alumni surveys, advisory council feedback, employer input, career fair feedback, inspection of course documentation, external outcome measures, focus groups, and interviews. As with direct assessments, indirect assessment should be supportive of the competency goals of the particular degree program, including the successful achievement of those competency goals.

# 2. Program Indirect measurements

**Particular competencies**:

There are **particular competencies** that are needed in teamwork that the BSB program attended to. The competencies that are targeted are task management skills and relationship management skills. **Task management** skills include: clarifying roles and responsibilities of others; suggesting new approaches to solving problems; defining task priorities for work sessions and or projects. **Relationship management** skills include: working towards solutions and compromises that are acceptable to all involved; reinforcing the contributions of others; and encouraging ideas and opinions even when they differ from his/her own.

There are also **particular competencies** that are needed for communication that the BSB program attended to. The competencies targeted are communicating in writing and presentation delivery. **Writing** skills include: using structure to provide a forecast and build the paper's conclusions; spelling and word choice are fault-free, using Grammarly; ideas are created and explained using examples. **Oral presentation** skills include: Providing the audience with an overview and section transition guidance; conveying enthusiasm for the topic; maintaining eye contact with the audience; using clear slides with a reasonable amount of material per slide and illustrations/ graphics; remaining within time limits, and providing organized responses.

**Indirect measures**: Interviews with team members/exit surveys were conducted at the end of junior year. The interview is structured, with representative team members in BT 330. The structured interview collects information about the key identified competencies described above. The responses are subjected to a content analysis to discover underlying themes.

# 3. ASSESSMENT PROCESS

|  |  |  |
| --- | --- | --- |
| **Where & When Measured?** | **How Measured?** | **Criterion** |
| Interviews with team members/exit surveys are conducted at the end of junior year. The interview is structured with representative team members in BT 330.  | *Assessment:* The interview is structured with representative team members in BT 330. The structured interview collects information about the respondents' key teamwork behaviors and communication skills.  | The interviewees’ responses are subjected to a content analysis to discover underlying themes that relate to effective interaction in teams and communicating effectively in writing and oral presentations.  |

4. RESULTS OF COMPETENCY GOAL ASSESSMENT – INTRODUCTION

**Explanation**

**Explanation for indirect measurements:**

Indirect measurements will be taken at periodic intervals. Depending on the measurement chosen, a diagnostic tool will be selected for analysis.

The indirect measure utilized is exit interviews. The interview was structured with representative team members. The structured interview gathered information about the representatives’ key teamwork behaviors and communication skills. The team member representatives’ responses were subjected to a content analysis to identify underlying themes.

Multiple courses in the BSB program rely on teams to complete collaborative assignments, so understanding effective interaction in teams utilizing exist interviews is one key indirect measure to grasping team success. One key goal of the exit interview is to help shed light on whether students understood how they can contribute to the team in terms of ***task management* and *relationship management behaviors*,** which relate to AOL goal 2 - effective interaction in teams. Several specific task and relationship management behaviors relate to AOL goal 3, too, including demonstrating creative, and innovative thinking. The feedback from the indirect exit survey provides additional information on what effective interaction in team behaviors the students still ought to improve to become more effective team members.

Additionally, numerous courses in the BSB program rely on effective oral and written communication, so understanding communication in writing and presentation delivery utilizing the exit interview is a major indirect measure to grasping effective communication, both written and oral. A major objective of the exit interview is to help unveil whether the scholars understood how to boost their effectiveness in **written and oral presentation delivery**, which relates to AOL goal 1. The feedback from the indirect exit survey provides additional information on what communicating effectively in written and oral communication activities the scholars still should improve to become more effective communicators.

# 5. RESULTS OF INDIRECT ASSESSMENTS I – 2021, 2022, and 2023

**COMPETENCY GOAL: Effective interaction in teams**

**5.A. RESULTS OF INDIRECT ASSESSMENT – FALL 2021**

**LEARNING OBJECTIVE 1 - Task management** skills

**LEARNING OBJECTIVE 2 - Relationship management** skills

**ASSESSMENT DATE: 12/2021 ASSESSOR:** Zvi Aronson

**NO. OF STUDENTS INTERVIEWED DURING EXIT INTERVIEW: 15; Course: BT 330**

**What competencies were met:**

# The indirect measure: Interviews/exit surveys with representative team members.

# The interview was structured with representative team members. The structured interview gathered information about the key competencies (described earlier). The responses were reviewed for key underlying themes.

|  |  |
| --- | --- |
| Objective 1 | **Task management** skills  |
| Key underlying themes observed | **Competency features met**: 1. defining task priorities for overall projects.**Competency features not met:**The interviewees for the teams deemed that each team should 1. continue striving to clarify better roles and responsibilities for individual members of the team prior to each weekly cooperative assignment. 2. ensure goals are understood by all. and 3. suggesting new approaches to solving problems. |
| Objective 2 | **Relationship management** skills  |
| Key underlying themes observed | **Competency features met**: Sharing information with others.**Competency features not met**:The interviewees for the teams felt that each team should continue to improve on 1. working towards solutions and compromises that are acceptable to everyone involved. 2. reinforcing the contributions of others. |
|  **Changes:** Corrective action  | Chronicling the underlying themes illustrated by interviewee answers, the students will be encouraged to look over the behavioral guidelines for *task management and relationship managing skills* to improve these behaviors (Robbins and Judge, Organizational Behavior, 18th Edition) at the beginning of Fall 2022. The material will be afforded as a PDF for class students too. |

**5. B. RESULTS OF INDIRECT ASSESSMENT – FALL 2022**

**COMPETENCY GOAL: Effective interaction in teams**

**LEARNING OBJECTIVE 1 - Task management** skills

**LEARNING OBJECTIVE 2 - Relationship management** skills

**ASSESSMENT DATE: 12/2022 ASSESSOR:** Zvi Aronson

**NO. OF STUDENTS INTERVIEWED DURING EXIT INTERVIEW: 20; Course: BT 330**

**What competencies were met:**

# The indirect measure: Interviews/exit surveys with representative team members.

# The interview was structured with representative team members. The structured interview gathered information about the key competencies (described earlier). The responses were reviewed for key underlying themes.

|  |  |
| --- | --- |
| Objective 1 | **Task management** skills  |
| Key underlying themes observed | **Competency features met**: 1. suggesting new approaches to solving problems; 2. defining task priorities for overall projects.**Competency features not met:**The interviewees for the teams believed that each team should 1. continue striving to clarify better roles and responsibilities for individual members of the team prior to each weekly cooperative assignment and 2. ensure goals are understood by all.  |
| Objective 2 | **Relationship management** skills  |
| Key underlying themes observed | **Competency features met**: 1. reinforcing the contributions of others; 2. Sharing information with others.**Competency features not met**:The interviewees for the teams felt that each team should continue to improve on 1. working towards solutions and compromises that are acceptable to everyone involved. |
|  **Changes:** Corrective action  | In the wake of the underlying themes uncovered from interviewee responses, the scholars will be guided to review the behavioral guidelines for *task management and relationship managing skills* to enhance these behaviors (Robbins and Judge, Organizational Behavior, 18th Edition) at the start of Fall 2023. The material will be provided as a pdf for class partakers too. |

**5. C. RESULTS OF INDIRECT ASSESSMENT – FALL 2023**

**COMPETENCY GOAL #: 2 Our students will interact effectively in teams.**

**LEARNING OBJECTIVE 1 - Task management** skills

**LEARNING OBJECTIVE 2 - Relationship management** skills

**ASSESSMENT DATE: 12/2023 ASSESSOR:** Zvi Aronson

**NO. OF STUDENTS INTERVIEWED DURING EXIT INTERVIEW: 25; Course: BT 330**

**What competencies were met:**

# The indirect measure: Interviews/exit surveys with representative team members.

# The interview was structured with representative team members. The structured interview gathered information about the key competencies (described earlier). The responses were reviewed for key underlying themes.

|  |  |
| --- | --- |
| Objective 1 | **Task management** skills  |
| Key underlying themes observed | **Competency features met**: 1. suggesting new approaches to solving problems; 2. defining task priorities for overall projects; 3. ensuring goals are understood by all.**Competency features not met:**The interviewees for the teams thought that each team should 1. continue to make more headway on striving to clarify better roles and responsibilities for individual members of the team prior to each weekly collaborative assignment. 2. check progress, and help maintain accountability.  |
| Objective 2 | **Relationship management** skills  |
| Key underlying themes observed | **Competency features met**: 1. reinforcing the contributions of others; 2. Sharing information with others; 3. working towards solutions and compromises that are acceptable to everyone involved.**Competency features not met**:The interviewees for the teams felt that each team should continue to improve on 1. Encouraging others to express contrary views than one’s own.  |
|  **Changes:** Corrective action  | Following the underlying themes revealed from the interviewee replies, the students will be steered to go over the behavioral guidelines for *task management and relationship managing skills* to augment these behaviors (Robbins and Judge, Organizational Behavior, 18th Edition) at the commencement of Fall 2024. The material will be shared as a pdf for class participants as well |

**6. OUTCOMES: AFTER ROUNDS OF INDIRECT ASSESSMENT**

# Outcomes from Previous Assessments:

6. I. The following table shows the underlying themes/ behaviors observed from the **indirect** measure – exist interviews on each teamwork goal objective over time.

|  |  |  |
| --- | --- | --- |
|  | Indirect measure of **task management skills** – underlying themes/ behaviors observed  | Indirect measure **of relationship management skills** - underlying themes/ behaviors observed |
|  |  |  |
| Fall 2021 | 1. Defining task priorities for all projects | 1. Sharing information with others  |
| Fall 2022 | 1. Suggesting new approaches to solving problems. 2. Defining task priorities for all projects | 1. Reinforcing the contributions of others 2. Sharing information with others |
| Fall 2023 | 1. Suggesting new approaches to solving problems. 2. Defining task priorities for all projects3. Ensuring goals are understood by all | 1. Reinforcing the contributions of others 2. Sharing information with others3. Working towards solutions and compromises that are accepted to everyone involved |

# 7. CLOSE LOOP PROCESS – CONTINUOUS IMPROVEMENT RECORD

**Assurance of Learning**

**Assessment/Outcome Analysis**

**Close Loop Process - Continuous Improvement Record**

**Program: BSB**

**Goal: COMPETENCY GOAL #: 2 Our students will interact effectively in teams.**

**Where Measured: BT 330**

**How Measured:** The indirect measure: Interviews/exit surveys with representative team members. The interview was structured with representative team members. The structured interview gathered information about the key competencies (described earlier). The responses were reviewed for key underlying themes.

**Closing the Loop: Actions taken on specific objectives**

|  |  |
| --- | --- |
| Objective 1 | **Task management** skills |
| When Assessed: | Fall 2023 |
| RemedialAction | Following the underlying themes revealed from the interviewee replies, the students will be steered to go over the behavioral guidelines for *task-management skills to augment these behaviors (Robbins and Judge, Organizational Behavior, 18th Edition) at the commencement of Fall 2024. The material will also be shared as a PDF for class participants*. |
| OutcomesFrom PreviousIndirect Assessment: | **Competency features met**: 1. suggesting new approaches to solving problems; 2. defining task priorities for overall projects.**Competency features not met:**The interviewees for the teams believed that each team should 1. continue striving to clarify better roles and responsibilities for individual members of the team prior to each weekly cooperative assignment and 2. ensure goals are understood by all. |
| When Assessed: | Fall 2022 |
| RemedialAction | In the wake of the underlying themes uncovered from interviewee responses, the scholars will be guided to review the behavioral guidelines for *task management skills* to enhance these behaviors (Robbins and Judge, Organizational Behavior, 18th Edition) at the start of Fall 2023. The material will be provided as a pdf for class partakers too. |
| OutcomesFrom PreviousIndirect Assessment: | **Competency features met**: 1. defining task priorities for overall projects.**Competency features not met:**The interviewees for the teams deemed that each team should 1. continue striving to clarify better roles and responsibilities for individual members of the team prior to each weekly cooperative assignment. 2. ensure goals are understood by all. and 3. suggesting new approaches to solving problems. |
| When Assessed: | Fall 2021 |
| RemedialAction | Chronicling the underlying themes illustrated by interviewee answers, the students will be encouraged to look over the behavioral guidelines for *task managing skills* to improve these behaviors (Robbins and Judge, Organizational Behavior, 18th Edition) at the beginning of Fall 2022. The material will be afforded as a pdf for class students as well. |
| OutcomesFrom PreviousIndirect Assessment: |  |

|  |  |
| --- | --- |
| Objective 2 | **Relationship management** skills |
| When Assessed: | Fall 2023 |
| RemedialAction | Following the underlying themes revealed from the interviewee replies, the students will be steered to go over the behavioral guidelines for *relationship managing skills* to augment these behaviors (Robbins and Judge, Organizational Behavior, 18th Edition) at the commencement of Fall 2024. The material will be shared as a pdf for class participants as well. |
| OutcomesFrom PreviousAssessment: | **Competency features met**: 1. reinforcing the contributions of others; 2. Sharing information with others.**Competency features not met**:The interviewees for the teams felt that each team should continue to improve on 1. working towards solutions and compromises that are acceptable to everyone involved. |
| When Assessed: | Fall 2022 |
| RemedialAction | In the wake of the underlying themes uncovered from interviewee responses, the scholars will be guided to review the behavioral guidelines *relationship managing skills* to enhance these behaviors (Robbins and Judge, Organizational Behavior, 18th Edition) at the start of Fall 2023. The material will be provided as a pdf for class partakers as well. |
| OutcomesFrom PreviousAssessment: | **Competency features met**: Sharing information with others.**Competency features not met**:The interviewees for the teams felt that each team should continue to improve on 1. working towards solutions and compromises that are acceptable to everyone involved. 2. reinforcing the contributions of others. |
| When Assessed: | Fall 2021 |
| RemedialAction | Chronicling the underlying themes illustrated by interviewee answers, the students will be encouraged to look over the behavioral guidelines for *relationship managing skills* to improve these behaviors (Robbins and Judge, Organizational Behavior, 18th Edition) at the beginning of Fall 2022. The material will be afforded as a pdf for class students as well. |
| OutcomesFrom PreviousAssessment: |  |

# 8. RESULTS OF INDIRECT ASSESSMENTS II – 2021, 2022 and 2023

**COMPETENCY GOAL: Students can communicate effectively in written and oral communication.**

**8. A. RESULTS OF INDIRECT ASSESSMENT – FALL 2021**

**LEARNING OBJECTIVE 1 – Write effectively** skills

**LEARNING OBJECTIVE 2 – Deliver presentations** **effectively** skills

**ASSESSMENT DATE: 12/2021 ASSESSOR:** Zvi Aronson

**NO. OF STUDENTS INTERVIEWED DURING EXIT INTERVIEW: 15; Course: BT 330.**

**What competencies were met:**

# The indirect measure: Interviews/exit surveys with representative scholars.

# The interview was structured with representative students. The structured interview gathered information about the key communication competencies (described earlier). The responses were reviewed for key underlying themes.

|  |  |
| --- | --- |
| Objective 1 | **Write effectively** skills  |
| Key underlying themes observed | **Competency features met**:1. using structure to provide a forecast; and 2. using the structure to build the paper's conclusions. **Competency features not met:**1. spelling and word choice are fault-free, using Grammarly2. ideas are created and explained using examples.  |
| Objective 2 | **Deliver presentations** **effectively** skills  |
| Key underlying themes observed | **Competency features met**: 1. Providing the audience with an overview; 2. remaining within time limits  **Competency features not met**:The interviewees believed they should continue to improve on 1.conveying enthusiasm for the topic; 2.maintaining eye contact with the audience; 3. using clear slides with a reasonable amount of material per slide and illustrations/ graphics; 4. section transition guidance; 5. providing organized responses. |
|  **Changes:** Corrective action  | *In terms of objective 1, writers are strongly encouraged to seek assistance from the Writing & Communication Center on campus to refine and improve their proofreading abilities. Faculty are encouraged to allow students extra class time to submit their documents for peer review. Wherever possible, instructors should give out samples of documents (both academic and professional) to model professional-level writing for all students.**Additionally, regarding objective 2, faculty should give the students more opportunity to speak in front of the class, in order to gain experience and confidence. Faculty should also consider giving out examples of clear, uncluttered layouts. Students tend to model what they see in class, so faculty should take more care in creating their own PowerPoint decks and be sure they are following best practices. Students can also be encouraged to visit the Writing & Communication Center for extra help developing slides and practicing their oral delivery.* |

**8.B. RESULTS OF INDIRECT ASSESSMENT – FALL 2022**

**COMPETENCY GOAL: Students can communicate effectively in written and oral communication**

**LEARNING OBJECTIVE 1 – Write effectively** skills

**LEARNING OBJECTIVE 2 – Deliver presentations** **effectively** skills

**ASSESSMENT DATE: 12/2022 ASSESSOR:** Zvi Aronson

**NO. OF STUDENTS INTERVIEWED DURING EXIT INTERVIEW: 20; Course BT 330.**

**What competencies were met:**

# The indirect measure: Interviews/exit surveys with representative scholars.

# The interview was structured with representative students. The structured interview gathered information about the key competencies (described earlier). The responses were reviewed for key underlying themes.

|  |  |
| --- | --- |
| Objective 1 | **Write effectively** skills  |
| Key underlying themes observed | **Competency features met**:1. using structure to provide a forecast; and 2. using the structure to build the paper's conclusions. 3. ideas are created and explainedCompetency features not met:Scholars interviewed thought that 1**.** ideas were created and explained but not using sufficient examples; 2. spelling and word choice are still not fault-free, using Grammarly.  |
| Objective 2 | **Deliver presentations** **effectively** skills  |
| Key underlying themes observed | **Competency features met**: 1. Providing the audience with an overview; 2. remaining within time limits; 3. conveying enthusiasm for the topic; 4. maintaining eye contact with the audience. **Competency features not met**:The interviewees thought they should carry on improving on 1. using clear slides with a reasonable amount of material per slide and illustrations/ graphics; 2. section transition guidance; 3. providing organized responses. |
|  **Changes:** Corrective action  | *In terms of objective 1, Instructors should be careful to assign prompts that require some personal examples or experiential components from the students. This could also help limit the ways AI can be utilized for written assignments. As always, faculty encourage all students to visit the Writing & Communications Center for personal feedback and assistance with outlining, writing, and proofreading.**Additionally, regarding objective 2, Faculty should continue to model good presentation practices and encourage students to present multiple times in class, not just as a final project. The Writing & Communications Center is also available to help students with developing and rehearsing their presentations.*  |

**8 C. RESULTS OF INDIRECT ASSESSMENT – FALL 2023**

**COMPETENCY GOAL: Students can communicate effectively in written and oral communication**

**LEARNING OBJECTIVE 1 – Write effectively** skills

**LEARNING OBJECTIVE 2 – Deliver presentations** **effectively** skills

**ASSESSMENT DATE: 12/2023 ASSESSOR:** Zvi Aronson

**NO. OF STUDENTS INTERVIEWED DURING EXIT INTERVIEW: 25; Course BT 330**

**What competencies were met:**

# The indirect measure: Interviews/exit surveys with representative scholars.

# The interview was structured with representative scholars. The structured interview gathered information about the key competencies (described earlier). The responses were reviewed for key underlying themes.

|  |  |
| --- | --- |
| Objective 1 | **Write effectively** skills  |
| Key underlying themes observed | **Competency features met**:1. using structure to provide a forecast; and 2. using the structure to build the paper's conclusions. 3. ideas are created and explained; 4. spelling has improved. **Competency features not met:**Scholars interviewed felt that 1**.** ideas were created and explained but not using sufficient examples; 2. word choice is still not fault-free, using Grammarly.  |
| Objective 2 | **Deliver presentations** **effectively** skills  |
| Key underlying themes observed | **Competency features met**: 1. Providing the audience with an overview; 2. remaining within time limits; 3. conveying enthusiasm for the topic; 4. maintaining eye contact with the audience. 5. providing organized responses. **Competency features not met**:The interviewees thought they should carry on improving on 1. using clear slides with a reasonable amount of material per slide and illustrations/ graphics; 2. section transition guidance. |
|  **Changes:** Corrective action  | *In terms of objective 1, faculty should be attempting to revise their writing prompts to include more personal examples, experience and analysis. This could also force students to rely less on AI. As always, we strongly encourage all students to utilize the resources of the Writing & Communications Center for personal feedback and writing assistance.**Further, regarding objective 2, faculty should do their best to model good presentation practices, both in their own public speaking and the clarity of their slides. Faculty teaching online should be aware that online presenting, while useful, is not a substitute for speaking to a room full of people. The Writing & Communications Center is also a good resource for students for assistance with creating and delivering their presentations.*  |

 **9. OUTCOMES: AFTER ROUNDS OF INDIRECT ASSESSMENT**

# Outcomes from Previous Indirect Assessments:

9.I. The following table shows the underlying themes/ behaviors observed from the **indirect** measure – exist interviews on each effective communication goal objective over time.

|  |  |  |
| --- | --- | --- |
|  | Indirect measure of w**riting effectively** skills – underlying themes/ behaviors observed  | Indirect measure **of delivering presentations** **effectively** skills - underlying themes/ behaviors observed |
| Fall 2021 | 1. using structure to provide a forecast2. using the structure to build the paper's conclusions | 1. providing the audience with an overview2. remaining within time limits  |
| Fall 2022 | 1. using structure to provide a forecast2. using the structure to build the paper's conclusions3. ideas are created and explained | 1. providing the audience with an overview2. remaining within time limits 3. conveying enthusiasm for the topic4. maintaining eye contact with the audience |
| Fall 2023 | 1. using structure to provide a forecast2. using the structure to build the paper's conclusions. 3. ideas are created and explained4. spelling has improved.  | 1. providing the audience with an overview2. remaining within time limits3. conveying enthusiasm for the topic4. maintaining eye contact with the audience. 5. providing organized responses. |

# 10. CLOSE LOOP PROCESS – CONTINUOUS IMPROVEMENT RECORD

**Assurance of Learning**

**Assessment/Outcome Analysis**

**Close Loop Process - Continuous Improvement Record**

**Program: BSB**

**Goal: COMPETENCY GOAL #: 2 Students can communicate effectively in written and oral communication.**

**Where Measured: During an Exit interview with BT 330 juniors and seniors.**

**Goal Owner: Andy Stein, Zvi Aronson**

**Closing the Loop: Actions taken on specific objectives**

**How Measured:** The indirect measure: **Interviews/exit surveys** with representative scholars.

# The interview was structured with representative scholars. The structured interview gathered information about the key effective communication competencies (described earlier). The responses were reviewed for key underlying themes.

**Closing the Loop: Actions taken on specific objectives**

|  |  |
| --- | --- |
| Objective 1 | **Write effectively** skills |
| When Assessed: | Fall 2023 |
| RemedialAction | Following the underlying themes revealed from the interviewee replies, faculty should attempt to revise their writing prompts to include more personal examples, experiences, and analysis. This could also force students to rely less on AI. As always, we strongly encourage all students to utilize the resources of the Writing & Communications Center for personal feedback and writing assistance. |
| OutcomesFrom PreviousIndirect Assessment: | **Competency features met**:1. using structure to provide a forecast; and 2. using the structure to build the paper's conclusions. 3. ideas are created and explained**Competency features not met:**Scholars interviewed thought that 1**.** ideas were created and explained but not using sufficient examples; 2. spelling and word choice are still not fault-free, using Grammarly.  |

|  |  |
| --- | --- |
| When Assessed: | Fall 2022 |
| RemedialAction | Instructors should be careful to assign prompts that require some personal examples or experiential components from the students. This could also assist in reducing the ways AI might be used for written assignments. As always, faculty encourage all students to visit the Writing & Communications Center for personal feedback and assistance with outlining, writing and proofreading. |
| OutcomesFrom PreviousIndirect Assessment: | **Competency features met**:1. using structure to provide a forecast; 2. using the structure to build the paper's conclusions. **Competency features not met:**1. spelling and word choice are fault-free, using Grammarly. 2. ideas are created and explained using examples. |
| When Assessed: | Fall 2021 |
| RemedialAction | Scholar writers are strongly encouraged to seek assistance from the Writing & Communication Center on campus to refine and improve their proofreading abilities. Faculty are encouraged to allow students extra class time to submit their documents for peer review. Wherever possible, instructors should give out samples of documents (both academic and professional) to model professional-level writing for all students. |
| OutcomesFrom PreviousIndirect Assessment: |  |

|  |  |
| --- | --- |
| Objective 2 | **Deliver presentations effectively** skills |
| When Assessed: | Fall 2023 |
| RemedialAction | Faculty should strive to do their best to model good presentation practices, both in their own public speaking and the clarity of their slides. Faculty should be aware that online presenting, while useful, is not a substitute for speaking to a room full of people. The Writing & Communications Center is also a good resource for students for assistance with creating and delivering their presentations.  |
| OutcomesFrom PreviousIndirect Assessment: | **Competency features met:**1. Providing the audience with an overview; 2. remaining within time limits; 3. conveying enthusiasm for the topic; 4. maintaining eye contact with the audience. **Competency features not met**:The interviewees thought they should carry on improving: 1. using clear slides with a reasonable amount of material per slide and illustrations/ graphics; 2. section transition guidance; 3. providing organized responses. |

|  |  |
| --- | --- |
| When Assessed: | Fall 2022 |
| RemedialAction | Following the underlying themes revealed from the interviews with the Scholars, Faculty should continue to model good presentation practices and encourage students to present multiple times in class, not just as a final project. The Writing & Communications Center is also available to help students develop and rehearse their presentations. |
| OutcomesFrom PreviousIndirect Assessment: | **Competency features met**: 1. Providing the audience with an overview; 2. remaining within time limits  **Competency features not met**:The interviewees believed they should continue to improve on 1. conveying enthusiasm for the topic; 2. maintaining eye contact with the audience; 3. using clear slides with a reasonable amount of material per slide and illustrations/ graphics; 4. section transition guidance; 5. providing organized responses. |
| When Assessed: | Fall 2021 |
| RemedialAction | Following the underlying themes unveiled from the interviews with the students, Faculty should give the students more opportunity to speak in front of the class, in order to gain experience and confidence. Faculty should also consider giving out examples of clear, uncluttered layouts. Students tend to model what they see in class, so faculty should take more care in creating their own PowerPoint decks and be sure they are following best practices. Students can also be encouraged to visit the Writing & Communication Center for extra help developing slides and practicing their oral delivery*.* |
| OutcomesFrom PreviousIndirect Assessment: |  |