Stevens Institute of Technology

School of Business

**AACSB
ASSURANCE OF LEARNING**

 **Master of Science in Technology Management**

**LEARNING GOAL # 1**

**Students can communicate effectively in written and oral communications**

**Responsibility: Pete Dominick / Andrew Stein**

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# 1. INTRODUCTION: COMMUNICATIONS LEARNING GOAL #1

**Goal: Students can communicate effectively in writing and oral presentations**

*Objective 1: Students can communicate effectively in writing and oral communications*

*Objective 2: Students will be able to deliver presentations effectively*

A major educational objective of the Howe School education is to ensure that all of our graduates have effective written and oral communications skills.

While many of our students have strong communications skills, other students, especially foreign students, need special training in this area. In the past, all academic programs and individual instructors have made an effort to assess and improve the communications skills of their students. An advantage of the AACSB assessment process is that it helps us take a more organized and uniform approach to achieving this crucial educational objective.

The communications learning goal as described in this report is the same for all undergraduate and graduate programs in the Howe School and is assessed using the same learning objectives, traits and rubrics as described in Sections 2 and 3 of this report.

In spring 2009, the Howe School developed a new web-based Writing Resource Center. See <http://howe.stevens.edu/academics/aacsb-information/writing-resource-center/>

This web site is intended for use by:

1. Instructors wishing to help students improve their written and oral skills
2. Students seeking information on Howe School communication skill requirements and the resources that are available at Stevens to help them meet these requirements.
3. Students seeking guidance on issues ranging from basic grammatical skills to the required format of master and PhD theses.

# 2. LEARNING OBJECTIVES AND TRAITS

|  |  |
| --- | --- |
| **Learning Goal:** |  |
| **Learning Goal: EMTM -1** | **Communicate effectively in writing and oral presentations.**  |
|   |  |
| **Learning Objectives** |  |
| **Objective 1:** | *Students will be able to write effectively* |
| **Traits** |   |
| Trait 1: | Logical flow |
| Trait 2: | Grammar and sentence structure |
| Trait 3: | Spelling and word choice |
| Trait 4: | Development of ideas |
| Trait 5: |   |
| **Objective 2:** | *Students will be able to deliver presentations effectively* |
| **Traits** |   |
| Trait 1: | Organization and logic |
| Trait 2: | Voice Quality |
| Trait 3: | Physical Presence |
| Trait 4: | Use of slides to enhance communications |
| Trait 5: | Transitions/Time Management/Q&A |

# 3. RUBRICS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **Trait** | **Poor** | **Good** | **Excellent** |
|   | **Value** | **0** | **5** | **10** |
| Trait 1: | Logical flow | Unclear introduction or conclusion. Does not use a sequence of material to lead reader through the paper. Draws illogical conclusions | Develops ideas through effective use of paragraphs, transitions, opening and concluding statements. Generally well structured to suggest connection between sub-topics. | Maintains clear focus, uses structure to build the paper's conclusions. Presents analysis using sequence of ideas, clarity of flow and continuous voice or point of view. |
| Trait 2: | Grammar and sentence structure | Frequently uses inappropriate grammar and incomplete or poorly structured sentences which interfere with comprehension. | Generally complies with standard English and grammar and sentence usage. | Sophisticated use of English language, using varied sentence structured, phrasing and cadence. Grammar is error-free |
| Trait 3: | Spelling and word choice | Frequent misspellings. Poor or limited choice of words for expression ideas. | Has proofread or checked spelling, and uses vocabulary correctly. Minor errors. | Demonstrates good use of words to support written expression of topic. Spelling is error-free. |
| Trait 4: | Development of ideas | Many unsupported statements offered. Uses flawed or unclear reasoning. | Most statements supported, ideas explained with examples and written with sufficient explanation. | Shows thoughtful reasoning and explores alternatives. Uses existing, supported ideas to develop well-formed, readable output. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Trait** | **Poor (0)** | **Good (5)** | **Excellent (10)** |
| **Trait 1: Organization & Logic** | Fails to introduce topic; no evidence of or poor logical flow of topic. | Prepares listeners for sequence and flow of topic. Loses place occasionally but flow and structure are still clear. | Engages listeners with overview, guides listeners through connections between sections, and alerts audience to key details and concepts.  |
| **Trait 2:Voice Quality** | Cannot be heard or understood well due to volume, mumbling, speed, monotone delivery, and/or heavily accented English.  | Clear delivery with well-modulated voice. Displays some confidence and enthusiasm, but may also contain flatter periods or sound overly rehearsed. | Exemplary delivery, with a voice that sounds fully engaged, conveys enthusiasm and confidence, and relates to the audience well.  |
| **Trait 3:Physical Presence** | Turns away from audience or uses distracting gestures, such as pacing or tugging clothing. Speaker seems stiff, awkward or uncomfortable. Little eye contact. | Speaker is relaxed in front of the room and keeps distracting movements and gestures to a minimum. Generally faces audience and makes eye contact. | Speaker’s body language is superb and fully engages the room. Strong, consistent eye contact to the entire audience. Uses confident gestures to underscore key verbal points. |
| **Trait 4:Use of Slides to Enhance Communications** | Misspelled, too busy, too much text, too many slides for allotted time, and/or poor use of graphics like charts.  | Slides are readable, containing a reasonable amount of material per slide. Good use of graphics or illustrations. | Slides are well written/designed, engaging to the audience, and used as support to verbal content presentation. |
| **Trait 5:TransitionsTime ManagementQ&A** | Transitions are awkward or non-existent. Speakers go over time limits. Answers are disorganized or non-responsive. | Transitions are smooth. Speakers generally stay within time limits. Speakers respond to questions well and provide sufficient response. | Transitions are professional and very smooth. Speakers respond convincingly and address all aspects of question. |

# 4. ASSESSMENT PROCESS

|  |  |
| --- | --- |
| **Where & When Measured?**  | **How Measured?** |
| Embedded in design assignment in all required courses. ***EMT 758: Oral and Written Communication Competency*** *is specifically structured to evaluate this competency* | Sampling: All EMTM Students Description: Instructor's grade of individual performance is monitored at various stages in the program.  |

**Current Process**

The EMTM program assesses the communication learning skills of all students through EMT 758 which is a thread course that extends across the entire program. The instructor in the selected class collects written essays/case studies from students as part of the normal course work. These writing samples are holistically graded by staff in the Howe School’s Business Communications Center. Feed back to students consists of a score (out of a possible 40 points). Those above 30 were rated as exceeding, 20-30 as meeting and <20 as not meeting expectations. The instructor managing the learning goal gets a list of the students and their scores – which is used for AACSB reporting purposes.

# 5. RESULTS OF LEARNING GOAL ASSESSMENT - INTRODUCTION

The results of the initial learning goal assessments carried out to date are included below.

**Explanation**

Each learning goal has a number of learning objectives and performance on each objective is measured using a rubric that in turn contains a number of desired “traits”. Students are scored individually on each trait.

The grading sheets for each student are used to develop a Summary Results Sheet for each learning goal objective. A selection of these Summaries is included below.

The first table in the Summary Results Sheet for a learning objective and trait gives the counts of students falling in each of the three categories:

- Does not meet expectations
- Meets expectations
- Exceeds expectations

The right-hand column in the table is used to record the average score of the students on each trait. This table provides an indication of the relative performance of students on each trait.

The second table on each sheet provides the counts of students who fall in each of the above three categories for the overall learning objective.

The person doing the assessment provides explanatory comments and recommendations on the bottom of the Results Summary Sheet. The recommendations improve content or pedagogy changes for the next time the course is given.

# 6. RESULTS OF ASSESSMENT: Fall 2008 AND SPRING 2009

**PROGRAM: EMTM**

**LEARNING GOAL #1: Communicate effectively in writing and oral presentations**

**LEARNING OBJECTIVE # 1: *Students will be able to write effectively***

**ASSESSMENT DATE: 12/3/08 ASSESSOR: A. Garrihy**

**NO. OF STUDENTS TESTED: 30**

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectat-ions** | **Meet Expectat-ions** | **Exceed Expectat-ions** | **Aver.Grade** |
| **1: Logical flow** | **2** | **9** | **19** | **7.5** |
| **2: Grammar and sentence structure** | **2** | **9** | **19** | **7.5** |
| **3: Spelling and word choice** | **2** | **9** | **19** | **7.5** |
| **4: Development of ideas** | **2** | **9** | **19** | **7.5** |
| **TOTAL GRADE** |  |  |  | **7.5** |

**Criterion: Does not meet expectations: 0 – 15; Meets: 16-27 ; Exceeds: 28-40**

**COMMENTS: The overall level of writing skills was good with most meeting or exceeding expectations as might be expected in a program comprised of experienced professionals with >10 years of work experience. Most problems lie with logical flow and development of ideas, which can be an issue for students for whom English is a second language. Students tended to do better when they aware that their writing skills were being formally evaluated.**

**REMEDIAL ACTIONS: Strengthen web-based remedial recommendations. Increase emphasis on writing principles in the Oral & Written Communication Workshop. Include grammar review quiz at the end of the workshop.**

**PROGRAM: EMTM**

**LEARNING GOAL #1: Communicate effectively in writing and oral presentations**

**LEARNING OBJECTIVE # 2: *Students will be able to deliver presentations effectively.***

**ASSESSMENT DATE: 3/15/09 ASSESSOR: A Garrihy**

**NO. OF STUDENTS TESTED: 30**

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectat-ions** | **Meet Expectat-ions** | **Exceed Expectat-ions** | **Aver.Grade** |
| **1:** **Organization and logic** |  | **8** | **22** | **8.0** |
| **2: Voice and body language** |  | **8** | **22** | **8.0** |
| **3: Use of slides to enhance communications** |  | **8** | **22** | **8.0** |
| **4:** **Ability to answer questions** |  | **8** | **22** | **8.0** |
| **5: Content** |  | **8** | **22** | **8.0** |
| **TOTAL GRADE** |  |  |  | **8.0** |

**Criterion: Does not meet expectations: 0 – 19; Meets: 20-34 ; Exceeds: 35 -50**

**COMMENTS: Oral communication skills were good with all students meeting or exceeding expectations.**

**REMEDIAL ACTIONS: Continue with multiple review sessions of presentations across the program.**

# 7. SPECIFIC STEPS TAKEN IN FALL 2009

The workshop was redesigned to accommodate additional material including electronic communication skills, specifically e-mail etiquette.

# 8. PLAN TO IMPROVE INSTRUCTION AND ASSESSMENT OF WRITTEN COMMUNICATION SKILLS

The following plan will be implemented in Fall 2009.

Proposed Assessment Process for ALL M.Sc. and MBA students

1. Overall progress on written communication skills will be achieved using the current AACSB Learning Goal Rubric – but the assessment process will be executed more accurately and extended to all M.Sc. students.

2. A single “Communications Coordinator” will be appointed to manage the communications learning goal for all graduate degree programs.

3. For tracking purposes only, all entering graduate students will be automatically enrolled in a new required non-credit graduate business communications skills course for zero credit. The communications coordinator will be the instructor. All students must receive a passing grade in this course in order to graduate.

4. The Communications Learning Goal writing skills assessments will be conducted in the required courses for each program as at present. Students will be required to submit a small 4-page maximum case study or exercise as part of the normal course work. One copy of this exercise will be sent to the Communications Coordinator for writing skills assessment. In the EMTM program, this exercise will be conducted in the 4th semester in EMT 714.

5. Each student will be assessed individually by Howe School Communications Program staff. Adequate feedback will be provided to each student. i.e., in addition to receiving an overall passing grade, their papers will be marked by the grader to show where organization, content or grammatical errors have occurred.

Students who do not receive a passing grade on this test will be required to:

a. (Part-time students)

* Take a designated free course in grammatical writing on the web and provide evidence that they have passed this test.
* Achieve a passing grade on a second assessment test administered by the Communications Department.

b. (Full-time students)

* Attend free tutoring classes offered by the Howe School’s Communications Department. Achieve a passing grade on a second assessment test administered by the Communications Department.

c. Students whose performance on the second assessment test is below a minimum threshold will be required to take COMM 501: Foundations of Technical Communication or COMM 500: Foundations of Business & Professional Communications.

# 9. RESULTS OF ASSESSMENT: FALL 2010 – SPRING 2011

**LEARNING GOAL #1:***Our students will communicate effectively in written and oral communications.*

**LEARNING OBJECTIVE #1:***Students will be able to write effectively.*

**ASSESSMENT DATE:***December 2010*

**ASSESSOR:***Barrie Balter, Jeff Kreisler, Sandy Singer, Jon Whiten*

**NUMBER OF STUDENTS & COURSE:***27 Students – EMTM 714 (Instructor: M. Bowden)*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Logical flow | **0** | **22** | **5** | **6.0** |
| 2: Grammar & Sentence Structure | **6** | **17** | **4** | **5.0** |
| 3: Spelling & word choice | **5** | **18** | **4** | **5.2** |
| 4: Development of ideas | **1** | **21** | **5** | **5.9** |
| **Average Grade (Out of 10) =** | **5.5** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **9** | **13** | **4** |

**COMMENTS:**

*Overall, students in the EMTM program scored below expectations in their writing in the same proportions as the other programs, approximately 30%. It is also notable that, as in the other programs, students in the EMTM program scored on lowest on Traits 2 & 3, which assess grammar, spelling and other sentence-level writing issues. They scored considerably higher (1 point on average) on Traits 1 & 4, which assess the more global writing issues of idea development and logical flow of ideas. This indicates that students are better at building their arguments, than articulating those arguments clearly for an audience.*

**REMEDIAL ACTIONS:**

*As recommended previously, instructors should be encouraged to give more direct sentence-level feedback on student documents, indicating areas where the grammar or sentence structure is interfering with the reader easily and fully understanding the writer’s ideas. It would also be highly recommended that all students in this program be encouraged to utilize the services of the Writing and Communication Center (WCC) at Stevens which would give each student personalized feedback on their writing (both on the conceptual and grammatical levels) as well as prescriptive steps that the student cabn take to improve their written communication.*

**LEARNING OBJECTIVE #2:***Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:**

**ASSESSOR:**

**NUMBER OF STUDENTS:**

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Organization & Logic |  |  |  |  |
| 2: Voice & Body Language |  |  |  |  |
| 3: Use of Slides to Enhance Comm |  |  |  |  |
| 4: Ability to Answer Questions |  |  |  |  |
| 5: Content |  |  |  |  |
| **Average Grade (Out of 10) =** |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* |  |  |  |

**COMMENTS:**

**REMEDIAL ACTIONS:**

# 10. RESULTS OF ASSESSMENT: FALL 2011 – SPRING 2012

**LEARNING GOAL #1:***Our students will communicate effectively in written and oral communications.*

**LEARNING OBJECTIVE #1:***Students will be able to write effectively.*

**ASSESSMENT DATE:***May 2012*

**ASSESSOR:***Alicia Grullon*

**NUMBER OF STUDENTS & COURSE:***22 Students – EMTM 714 (Instructor: M. Bowden)*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Logical flow | **0** | **18** | **4** | **6.5** |
| 2: Grammar & Sentence Structure | **1** | **20** | **1** | **5.8** |
| 3: Spelling & word choice | **1** | **19** | **2** | **6.1** |
| 4: Development of ideas | **0** | **21** | **1** | **6.2** |
| **Average Grade (Out of 10) =** | **6.1** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **2** | **18** | **2** |

**COMMENTS:**

*Overall, students in the EMTM program scored better than average, with only 10% of the students scoring “below expectations” in their Total score as opposed to the previous average of 20-30%. Whether this is due to better communication feedback and instruction or simply a higher caliber of student in the program is difficult to determine in a small sample size. It is notable that in the past students tended to score lower on Traits 2 & 3, which assess grammar and sentence-level issues, then on Traits 1 & 4, which address development and logical flow. However, these EMTM students scored consistently higher than average in the grammar portions, which may be attributable to more direct feedback by the instructor and reminders about the importance of proofreading.*

**REMEDIAL ACTIONS:**

*The scores of these students seem to be trending in a positive direction, so further development should be encouraged. Instructors should continue to provide detailed feedback and notes on all written documents, pointing out larger issues of content and structure, along with smaller issues of grammar, sentence structure and language use. As always, all students in this program should be encouraged to utilize the services of the Writing and Communication Center (WCC) at Stevens. If this is impossible due to students being non-local, they should be encouraged to find partners within the class to read their documents and provide feedback prior to submission. Students should be reminded to begin documents early enough to ensure full development, as well as leave adequate time for proofreading.*

**LEARNING OBJECTIVE #2:***Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:**

**ASSESSOR:**

**NUMBER OF STUDENTS:**

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Organization & Logic |  |  |  |  |
| 2: Voice & Body Language |  |  |  |  |
| 3: Use of Slides to Enhance Comm |  |  |  |  |
| 4: Ability to Answer Questions |  |  |  |  |
| 5: Content |  |  |  |  |
| **Average Grade (Out of 10) =** |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* |  |  |  |

**COMMENTS:**

**REMEDIAL ACTIONS:**

# 11. RESULTS OF ASSESSMENT: FALL 2012

**LEARNING GOAL #1:***Our students will communicate effectively in written and oral communications.*

**LEARNING OBJECTIVE #1:***Students will be able to write effectively.*

**ASSESSMENT DATE:***December 2013*

**ASSESSOR:***Elizabeth Bruce, Ann Marie Carlson*

**NUMBER OF STUDENTS & COURSE:**

*26 Students – EMTM 714 (Instructor: M. Bowden)*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Logical flow | **1** | **13** | **12** | **7.2** |
| 2: Grammar & Sentence Structure | **1** | **22** | **3** | **5.8** |
| 3: Spelling & word choice | **1** | **23** | **2** | **5.9** |
| 4: Development of ideas | **0** | **16** | **10** | **6.9** |
| **Average Grade (Out of 10) =** | **6.5** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **2** | **20** | **4** |

**COMMENTS:**

*Students in the EMTM program continue to predominantly meet or exceed expectations in terms of their writing ability. In general, they continue to do better on the criteria that rate logical flow and idea development than on those that rate overall grammar, sentence structure, paragraph structure and word choice.*

**REMEDIAL ACTIONS:**

*Instructors in the EMTM program should continue to provide detailed feedback notes to students, highlighting areas where the students need to improve. Students should take more advantage of the resources of the Writing and Communication Center (WCC) which has plans to begin offering online sessions next fall. This is perfect for the EMTM students, most of whom are not local to Hoboken and cannot visit the WCC in person. Additionally, by the fall we should have 2-3 new writing and communication video tutorials posted online to reinforce basic concepts and provide students with the opportunity to review the material on their own time.*

**LEARNING OBJECTIVE #2:***Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:***April 2013*

**ASSESSOR:***Mary Robin Whitney, Andrew Stein*

**NUMBER OF STUDENTS & COURSE:***58 Students – EMT 758*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Organization & Logic | **0** | **19** | **39** | **7.5** |
| 2: Voice & Body Language | **0** | **26** | **32** | **7.6** |
| 3: Use of Slides to Enhance Comm | **0** | **19** | **39** | **7.5** |
| 4: Ability to Answer Questions | **n/a** | **n/a** | **n/a** | **n/a** |
| 5: Content | **n/a** | **n/a** | **n/a** | **n/a** |
| **Average Grade (Out of 10) =** | **7.54** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **0** | **20** | **38** |

**COMMENTS:**

*All of the students in this program were at or above expectations in their ability to present effectively. In general, organization and the ability to use slides effectively to convey the speaker’s message was strong, likely due to strong modeling of professional techniques by the instructor. The biggest variance came in the trait assessing voice and body language, which is much more closely related to level of public speaking experience and, to some degree, whether or not the presenter was a native speaker. Due to the nature of the projects and the time constraints, Traits 4 & 5 were not assessed.*

**REMEDIAL ACTIONS:**

*The only effective way to improve Trait 2 is to practice public speaking at every opportunity, so all students are encouraged to do so. Some of these opportunities will present themselves in other Stevens’ classes, and some will present themselves in outside situations.*

# 12. RESULTS OF ASSESSMENT: SPRING 2013

**LEARNING OBJECTIVE #2:***Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:***April 2013*

**ASSESSOR:***Andrew Stein*

**NUMBER OF STUDENTS & COURSE:***25 Students – EMT 758*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Organization & Logic | **0** | **0** | **25** | **9.1** |
| 2: Voice & Body Language | **0** | **7** | **18** | **8.1** |
| 3: Use of Slides to Enhance Comm | **0** | **0** | **25** | **9.1** |
| 4: Ability to Answer Questions | **n/a** | **n/a** | **n/a** | **n/a** |
| 5: Content | **n/a** | **n/a** | **n/a** | **n/a** |
| **Average Grade (Out of 10) =** | **8.8** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **0** | **3** | **22** |

**COMMENTS:**

*All of the students in this program were at or above expectations in their ability to present effectively. In general, organization and the ability to use slides effectively to convey the speaker’s message was strong, likely due to strong modeling of professional techniques by the instructor. The biggest variance came in the trait assessing voice and body language, which is much more closely related to level of public speaking experience and, to some degree, whether or not the presenter was a native speaker. Due to the nature of the projects and the time constraints, Traits 4 & 5 were not assessed.*

**REMEDIAL ACTIONS:**

*Students should continue to observe other PowerPoint slideshows (on campus or at workplaces) to see the best (and worst) of professional practices. Also, newer slideshow creators such as Prezi should be explored. This year many students benefitted from two Presentation Video Tutorials that were created and posted online. Viewing of these, and any new, tutorials should be made mandatory for all students.*

# 13. RESULTS OF ASSESSMENT: FALL 2013

**LEARNING GOAL #1:***Our students will communicate effectively in written and oral communications.*

**LEARNING OBJECTIVE #1:***Students will be able to write effectively.*

**ASSESSMENT DATE:***Dec 2013*

**ASSESSOR:***Bruce, Hardin, Grullon, Kreisler, Wirtsiuk, Pelphrey, Kephart*

**NUMBER OF STUDENTS & COURSE:***32 Students – EMT 758*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Logical flow | **0** | **9** | **23** | **8.3** |
| 2: Grammar & Sentence Structure | **5** | **18** | **9** | **5.8** |
| 3: Spelling & word choice | **2** | **23** | **7** | **6.2** |
| 4: Development of ideas | **0** | **22** | **10** | **6.7** |
| **Average Grade (Out of 10) =** | **6.8** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **1** | **22** | **9** |

**COMMENTS:**

*Once again, the large majority of students in the EMTM program met or exceeded expectations in terms of their overall writing ability. As we have seen in the past, these students tend to do better in the areas of logical flow and development of ideas, indicating that they understand what they want to say and the right way to organize their ideas. Their scores in the areas that rate sentence and paragraph structure, grammar and word choice are somewhat lower. This may be attributable to several factors, including the students having less experience with longer-form writing due to the rise of smartphones and social media, plus the fact that a significant portion of the students are English Language Learners.*

**REMEDIAL ACTIONS:**

*Instructors in the EMTM program should continue to provide specific, written feedback to student papers, indicating not just where mistakes have been made but also, in some cases, showing examples of how the writing can be fixed to read smoother or better get across the ideas. As always, the Writing and Communications Center (WCC) can be a great resource to all students, and instructors should encourage students who are in need of additional assistance to take advantage of it. There is also a growing collection of online webinars, seminars and videos (Ted Talks, Khan Academy) that are available to students to allow them to build their skills and understanding of the writing process outside of the classroom.*

**LEARNING OBJECTIVE #2:***Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:***Dec 2013*

**ASSESSOR:***Billy Middleton, Mary Robin Whitney, Andrew Stein*

**NUMBER OF STUDENTS & COURSE:***55 Students – EMT 758*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Organization & Logic | **0** | **5** | **50** | **7.8** |
| 2: Voice Quality | **0** | **21** | **24** | **7.7** |
| 3: Physical Presence | **0** | **30** | **25** | **7.0** |
| 4: Use of Slides to Enhance Comm | **0** | **33** | **22** | **6.5** |
| 5: Transitions, Time Mgt, Q&A | **0** | **13** | **42** | **8.0** |
| **Average Grade (Out of 10) =** | **7.4** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **0** | **13** | **42** |

**COMMENTS:**

*A large majority of students in the EMTM program were at or above expectations in their overall ability to deliver oral presentations. Scores for Organization and Logic were universally high, but this is likely attributable to the fact that they often model similar presentations done by the instructor. Similarly, time management and Q&A were often not a major factor. The largest variances occurred in the areas of voice quality, physical presence and the slides themselves. Some students are more natural “performers” and some clearly rehearsed more than others. Body language was generally professional, but eye contact was a major issue for some speakers. The quality of the slides varied significantly from group to group, but in most cases the students recognized the flaws in their slides once they were pointed out.*

*It should also be noted that the Presentation Rubric was slightly revised for fall 2013. The criteria for voice and body language were split apart (as these are very different aspects) and several new elements such as time management and transitions were added. We believe that this revised rubric better represents the skills the students will have to master in the outside world.*

**REMEDIAL ACTIONS:**

*Perhaps more than with any other kind of business communication, the key to improving public speaking ability is practice. Of course, students can and should rehearse their presentations before they deliver them, but this also means that students should push themselves to speak publicly at every opportunity, not just when it is required by an academic exercise. From a vocal perspective, many students need to work on injecting more enthusiasm into their delivery, and use vocal dynamics to convey engagement and excitement about the material. Maintaining eye contact was a major problem for some speakers, and it is recommended that students rehearse their material while not sitting in front of a computer. If staring at a computer while speaking feels normal, then it is more likely they will disengage from the audience and talk to the screen while presenting.*

# 14. RESULTS OF ASSESSMENT: SPRING 2014

**LEARNING GOAL #1:***Our students will communicate effectively in written and oral communications.*

**LEARNING OBJECTIVE #1:***Students will be able to write effectively.*

**ASSESSMENT DATE:***Not assessed this semester.*

**LEARNING OBJECTIVE #2:***Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:***Apr 2014*

**ASSESSOR:***Andrew Stein*

**NUMBER OF STUDENTS & COURSE:***29 Students – EMT 758*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Organization & Logic | **0** | **20** | **9** | **7.8** |
| 2: Voice Quality | **0** | **12** | **17** | **7.7** |
| 3: Physical Presence | **0** | **9** | **20** | **8.0** |
| 4: Use of Slides to Enhance Comm | **0** | **14** | **15** | **7.6** |
| 5: Transitions, Time Mgt, Q&A | **0** | **0** | **29** | **8.8** |
| **Average Grade (Out of 10) =** | **7.9** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **0** | **4** | **24** |

**COMMENTS:**

*Overall scores for presentation skills for students in the MSTM program continue to be set at or above expectations. In general, most of the students can accurately and confidently deliver a business level presentation. However, it should be noted that in most classes students are given an overall template to follow, so many of the structural questions and issues are taken out of their hands. Slide quality was perhaps the largest variable from group to group, and represented not so much a gap in talent as a difference in preparation; it was always fairly obvious which groups had put the requisite time and thought into their slides and which groups had not. Physically, many presenters still need to work on fully facing the audience (instead of the screen) while speaking, and maintaining eye contact.*

**REMEDIAL ACTIONS:**

*It is recommended that the instructors encourage their students to practice delivering their presentations while NOT sitting in front of their computers. When speakers become too comfortable with staring at the screen while practicing, it encourages them to disengage from the audience and speak to the screen during the real thing. Students should continue to practice speaking whenever possible, and faculty are encouraged to assign more short, impromptu speaking opportunities so that students understand that public speaking is not only something done for a midterm or a final exam.*

# 15. RESULTS OF ASSESSMENT: FALL 2014

**LEARNING GOAL #1:***Our students will communicate effectively in written and oral communications.*

**LEARNING OBJECTIVE #1:***Students will be able to write effectively.*

**ASSESSMENT DATE:***November-December 2014*

**ASSESSOR:***Bruce, Hardin, Pelphrey, Kephart, Minsloff, Ketchum*

**NUMBER OF STUDENTS & COURSE:***Not assessed this semester.*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Logical flow |  |  |  |  |
| 2: Grammar & Sentence Structure |  |  |  |  |
| 3: Spelling & word choice |  |  |  |  |
| 4: Development of ideas |  |  |  |  |
| **Average Grade (Out of 10) =** |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* |  |  |  |

**COMMENTS:**

*A significantly majority of students in this program meets or exceeds expectations in their written communication. By and large, these documents are clearly organized and professionally structured, with enough specific detail and supported arguments. As has been the case for several semesters, the areas which lag behind are those dedicated to paragraph- and sentence-level issues such as grammar, punctuation, word choice and sentence length. The vast majority of these documents would benefit from more deliberate writing, and specifically from more careful and dedicated proofreading.*

**REMEDIAL ACTIONS:**

*Instructors should continue to encourage students to begin projects early to allow enough time for attention to the quality of their writing. Students should also be encouraged (or even mandated) to visit the Writing and Communications Center on a regular basis for feedback. It might also be beneficial for instructors to dedicate some portion of class time to peer feedback – where students get to read and evaluate the writing of other members of the class. This can serve as a useful way to highlight common issues and errors that can more easily be recognized when reading a paper that the student did not write.*

**LEARNING OBJECTIVE #2:***Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:***December 2014*

**ASSESSOR:**  *Billy Middleton, Mary Robin Whitney, Andrew Stein, Zachary Balog*

**NUMBER OF STUDENTS & COURSE:***22 Students – MSTM 758*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Organization & Logic | **0** | **0** | **22** | **8.0** |
| 2: Voice Quality | **0** | **12** | **10** | **7.5** |
| 3: Physical Presence | **0** | **13** | **9** | **7.2** |
| 4: Use of Slides to Enhance Comm | **0** | **6** | **16** | **7.3** |
| 5: Transitions, Time Mgt, Q&A | **0** | **7** | **15** | **7.7** |
| **Average Grade (Out of 10) =** | **7.5** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **0** | **5** | **17** |

**COMMENTS:**

*Students in this program continue to perform at or above expectations in the delivery of oral presentations. Although certain issues continue to plague the group overall (such as a lack of enthusiasm and not enough eye contact) the fundamentals of clear organization, stable and professional body language, and speaking loudly and slowly enough, were firmly in evidence. PowerPoint slides were generally strong, with clear labels, good use of color and professional layouts. The consistent negatives were use of small fonts and generally placing too much data/text on the slides.*

**REMEDIAL ACTIONS:**

*The most obvious means of improving presentation skills are obvious and unchanging: be familiar with the material and practice. Beyond that, the two elements that need the most work are eye contact and enthusiasm. For that, it is recommended that students are encouraged, and given opportunities, to practice their presentations in front of a group prior to the official presentation. A mandated peer review practice session, where other members of the group, and of other groups, can see the errors that are being made, and encourage their peers to improve their style, would be most beneficial. It would also be useful if the instructor could grade on their presentation style, which would encourage students to focus more of their attention on their delivery.*

# 16. RESULTS OF ASSESSMENT: SPRING 2015

**LEARNING GOAL #1:***Our students will communicate effectively in written and oral communications.*

**LEARNING OBJECTIVE #1:***Students will be able to write effectively.*

**ASSESSMENT DATE:***February-April 2015*

**ASSESSOR:**

**NUMBER OF STUDENTS & COURSE:***Writing was not assessed this semester in MSTM.*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Logical flow |  |  |  |  |
| 2: Grammar & Sentence Structure |  |  |  |  |
| 3: Spelling & word choice |  |  |  |  |
| 4: Development of ideas |  |  |  |  |
| **Average Grade (Out of 10) =** |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* |  |  |  |

**COMMENTS:**

Writing was not assessed this semester in MSTM.

**REMEDIAL ACTIONS:**

**LEARNING OBJECTIVE #2:***Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:***April 2015*

**ASSESSOR:***Andrew Stein*

**NUMBER OF STUDENTS & COURSE:***18 Students – MSTM 758*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Organization & Logic | **0** | **0** | **18** | **8.0** |
| 2: Voice Quality | **0** | **8** | **10** | **7.8** |
| 3: Physical Presence | **0** | **7** | **11** | **7.7** |
| 4: Use of Slides to Enhance Comm | **0** | **10** | **8** | **7.2** |
| 5: Transitions, Time Mgt, Q&A | **0** | **0** | **18** | **8.0** |
| **Average Grade (Out of 10) =** | **7.7** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **0** | **0** | **18** |

**COMMENTS:**

*Students in this program perform at or above expectations in all areas of assessment in their oral presentations. Overall structure and professional body language continue to be very strong, and voice quality is generally quite good. Many students need to work on accent reduction, but that is something that develops over time. PowerPoint slides were generally quite strong, but the problem areas continue to be in the layouts (busy slides) and the use of small fonts which make readability difficult.*

**REMEDIAL ACTIONS:**

*Familiarity with the material and practice are the two key ways to improve presentation performance. Beyond that, students should be encouraged to limit the amount of data on a slide to 2-3 key points. Often, students design slides to also function as a handout, which generally undermines their clarity in a live presentation. Mandating peer review, where students outside their own group can give them feedback before they present, may go a long way to catching some of the more egregious errors.*

# 17. RESULTS OF ASSESSMENT: FALL 2015

**LEARNING GOAL #1:***Our students will communicate effectively in written and oral communications.*

**LEARNING OBJECTIVE #1:***Students will be able to write effectively.*

**ASSESSMENT DATE:***December 2015*

**ASSESSOR:***Bruce, Hardin, Grullon, Pelphrey, Kephart*

**NUMBER OF STUDENTS & COURSE:***9 Students – MGT 609*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Logical flow | **0** | **2** | **7** | **7.4** |
| 2: Grammar & Sentence Structure | **0** | **5** | **4** | **6.3** |
| 3: Spelling & word choice | **0** | **4** | **5** | **6.4** |
| 4: Development of ideas | **0** | **3** | **6** | **7.2** |
| **Average Grade (Out of 10) =** | **6.8** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **0** | **5** | **4** |

**COMMENTS:**

*Most of the students in this program meet or exceed expectations in their writing. Overall development and support of arguments remain consistently strong. Organization and document structure are generally clear and professional. On the sentence and word level, quality begins to diminish. Sentences are more often long and hard to break down. Word choice is sometimes repetitive or incorrect. Ineffective proofreading often results in poor grammar and/or inconsistent style.*

**REMEDIAL ACTIONS:**

*Faculty need to encourage more and more effective proofreading. This can be accomplished by requiring early drafts to be turned in for feedback or setting aside class time for dedicated peer review. Faculty should also require at least one visit to the Writing & Communications Center on campus, where common errors and issues can be pointed out. It would also be helpful for faculty to bring in examples of professional and successful writing for the students to analyze and discuss.*

**LEARNING OBJECTIVE #2:***Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:***December 2015*

**ASSESSOR:***Billy Middleton, Mary Robin Whitney, Zachary Balog, Andrew Stein*

**NUMBER OF STUDENTS & COURSE:***20 Students – EMT 714*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Organization & Logic | **0** | **0** | **20** | **7.9** |
| 2: Voice Quality | **0** | **4** | **16** | **7.5** |
| 3: Physical Presence | **0** | **7** | **13** | **7.2** |
| 4: Use of Slides to Enhance Comm | **0** | **20** | **0** | **5.6** |
| 5: Transitions, Time Mgt, Q&A | **0** | **5** | **15** | **7.1** |
| **Average Grade (Out of 10) =** | **7.1** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **0** | **9** | **11** |

**COMMENTS:**

*Students in this program continue to excel at some aspects of presenting, while other areas continue to need work. Overall organization remains very strong, with virtually all of the material presented logically and professionally. Students clearly know how to get their points across. Body language is generally strong. Certain aspects of voice quality, usually volume and clarity, remain relatively high, while enthusiasm and dynamics are much more hit and miss. Some speakers clearly make an attempt to engage the audience, while others have a much flatter delivery. Eye contact is also very inconsistent, with some speakers talking to the screen too much, seemingly because they need to pull data from the slides. The one area where almost all presenters need work is in slide quality. Slides contain too much information, are too cluttered, and text is too small. Despite these issues, when all of the scores are considered, the majority of students in this group perform at or above expectations.*

**REMEDIAL ACTIONS:**

*Students should be required to complete their PowerPoint decks at least three days prior to their presentation, so they have time for feedback and the opportunity to avoid some of the slide construction issues that consistently occur. Students should also be encouraged to project these slides onto a screen and view them from the back of a room. Very possibly, some of these problems would then be discovered and addressed. It would also give the speakers more opportunity to rehearse the oral component and get more comfortable with the material, reducing the need to look at the slides while they speak.*

# 18. RESULTS OF ASSESSMENT: FALL 2016

**LEARNING GOAL #1:***Our students will communicate effectively in written and oral communications.*

**LEARNING OBJECTIVE #1:***Students will be able to write effectively.*

**ASSESSMENT DATE:***December 2016*

**ASSESSOR:***Pelphrey, Kephart, Carlson, Minsloff, Cashbaugh, Tremallo*

**NUMBER OF STUDENTS & COURSE:***1 Student – MGT 609, BIA 650, FIN 623*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Logical flow | **0** | **0** | **1** | **9.0** |
| 2: Grammar & Sentence Structure | **0** | **0** | **1** | **8.0** |
| 3: Spelling & word choice | **0** | **0** | **1** | **8.0** |
| 4: Development of ideas | **0** | **0** | **1** | **10.0** |
| **Average Grade (Out of 10) =** | **8.8** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **0** | **0** | **1** |

**COMMENTS:**

*Only 1 student assessed in this program this semester. The following comments apply to the entire fall dataset. A majority of students in this program meet or exceed expectations in their writing. The ability to support arguments with clear evidence continues to be a strong trait. Overall development is clear and professional. Organization and document structure tend to be clear and professional. Quality at the sentence- and word-level continues to be inconsistent. Some score quite high, while others (often if English is not their primary language) struggle a bit more to clearly articulate their ideas. Poor grammar and awkward or inconsistent style is also common among this group.*

**REMEDIAL ACTIONS:**

*Poor proofreading continues to plague this group, and this is something that the faculty can and should address in a very direct way. Asking students to bring in drafts of their work for proofreading exchanges could help the students recognize the most common errors they are committing. Showing students “before” and “after” versions of professional documents, allowing them to see the amount of improvement that stronger proofreading can bring, may be an excellent motivator.*

**LEARNING OBJECTIVE #2:***Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:***December 2016*

**ASSESSOR:***Middleton, Balog, Pelphrey, Stein*

**NUMBER OF STUDENTS & COURSE:***No students assessed this semester.*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Organization & Logic |  |  |  |  |
| 2: Voice Quality |  |  |  |  |
| 3: Physical Presence |  |  |  |  |
| 4: Use of Slides to Enhance Comm |  |  |  |  |
| 5: Transitions, Time Mgt, Q&A |  |  |  |  |
| **Average Grade (Out of 10) =** |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* |  |  |  |

**COMMENTS:**

*Zero students assessed this semester. The following comments apply to the entire fall dataset. All of the students in this group met or exceeded overall expectations for presenting this semester. Organization and Logic (Trait 1) continues to be strong. All presentations were structured clearly and professionally. As usual, there was much local variation in traits 2, 3 and 4, but in general the majority of the scores were in the “Meets Expectations” range. The variations were due to different levels of speaking experience and comfort, as well as different approaches to slide creation. In general, presenters often tried to include too much data on individual slides, often making them muddled and confusing. Poor eye contact continues to plague this group, and most speakers could use improvement in speed and tone of voice.*

**REMEDIAL ACTIONS:**

*No major change in remedial action is recommended. Starting work on the PowerPoint slides early is the key to a successful presentation, both in terms of slide quality and also because it allows additional time for practice and confidence building. Workshopping of presentations as they are being developed, and in-class practice and peer feedback, should continue to be fostered and encouraged.*

# 19. RESULTS OF ASSESSMENT: SPRING 2017

**LEARNING GOAL #1:***Our students will communicate effectively in written and oral communications.*

**LEARNING OBJECTIVE #1:***Students will be able to write effectively.*

**ASSESSMENT DATE:***May 2017*

**ASSESSOR:***Pelphrey, Kephart, Carlson*

**NUMBER OF STUDENTS & COURSE:***1 Student – MGT 609, BIA 650, FIN 629*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Logical flow | **0** | **1** | **0** | **7.0** |
| 2: Grammar & Sentence Structure | **0** | **1** | **0** | **7.0** |
| 3: Spelling & word choice | **0** | **1** | **0** | **6.0** |
| 4: Development of ideas | **0** | **1** | **0** | **7.0** |
| **Average Grade (Out of 10) =** | **6.8** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **0** | **1** | **0** |

**COMMENTS:**

*Only 1 student assessed this semester. The following comments apply to the entire spring dataset. A majority of students in this program meet or exceed expectations in their writing. The ability to support arguments with clear evidence continues to be a strong trait. Overall development is clear and professional. Organization and document structure tend to be clear and professional. Quality at the sentence- and word-level continues to be inconsistent. Some score quite high, while others (often if English is not their primary language) struggle a bit more to clearly articulate their ideas. Poor grammar and awkward or inconsistent style is also common among this group.*

**REMEDIAL ACTIONS:**

*Faculty should make more efforts to workshop documents within the framework of the class, allowing students to read and identify the errors that other writers are making in an attempt to improve their own proofreading skills. If students cannot see their own incorrect grammar and awkward sentence structure, they cannot hope to correct it.*

**LEARNING OBJECTIVE #2:***Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:***May 2017*

**ASSESSOR:***Middleton, Balog, Pelphrey*

**NUMBER OF STUDENTS & COURSE:***2 Students – MGT 609, BIA 650, FIN 629*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Organization & Logic | **0** | **0** | **2** | **8.0** |
| 2: Voice Quality | **0** | **0** | **2** | **8.1** |
| 3: Physical Presence | **0** | **0** | **2** | **8.0** |
| 4: Use of Slides to Enhance Comm | **0** | **0** | **2** | **7.0** |
| 5: Transitions, Time Mgt, Q&A | **0** | **2** | **0** | **6.5** |
| **Average Grade (Out of 10) =** | **7.5** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **0** | **0** | **2** |

**COMMENTS:**

*Only 2 students assessed this semester. The following comments apply to the entire spring dataset. All or most of the students in this group met or exceeded overall expectations for presenting this semester. Organization and Logic (Trait 1) continues to be strong. All presentations were structured clearly and professionally. As usual, there was much local variation in traits 2, 3 and 4, but in general the majority of the scores were in the “Meets Expectations” range. The variations were due to different levels of speaking experience and comfort, as well as different approaches to slide creation. In general, presenters often tried to include too much data on individual slides, often making them muddled and confusing. Poor eye contact continues to plague this group, and most speakers could use improvement in speed and tone of voice.*

**REMEDIAL ACTIONS:**

*The areas of concentration continue to be in eye contact and slide creation. For the physical side, students need to be encouraged (or even mandated) to create their talking points far in advance, to allow themselves adequate time to become familiar with their own material and not need to rely on the slides for support. As for the slides themselves, instructors are encouraged to grade the presentations on slide simplicity and clarity, not just the sum total of information present. Without this, the students are incentivized to create highly-detailed and dense slides which show their knowledge but are not always easy for an audience to digest.*

# 20. RESULTS OF ASSESSMENT: FALL 2017

**LEARNING GOAL #1:***Our students will communicate effectively in written and oral communications.*

**LEARNING OBJECTIVE #1:***Students will be able to write effectively.*

**ASSESSMENT DATE:***December 2017*

**ASSESSOR:***Pelphrey, Kephart, Hardin*

**NUMBER OF STUDENTS & COURSE:***5 Students – MGT 609, BIA 650, MGT 635*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Logical flow | **0** | **3** | **2** | **7.2** |
| 2: Grammar & Sentence Structure | **0** | **4** | **1** | **6.2** |
| 3: Spelling & word choice | **0** | **4** | **1** | **6.6** |
| 4: Development of ideas | **0** | **3** | **2** | **7.0** |
| **Average Grade (Out of 10) =** | **6.8** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **0** | **3** | **2** |

**COMMENTS:**

*The majority of students in this program continue to meet or exceed expectations in their writing. The documents are generally clearly developed and writers continue to use supporting evidence effectively in creating their arguments. As many of these students are non-native English speakers, word- and sentence-level issues continue to be the largest source of problems. Grammar errors and overall inconsistencies in writing style and are also present, and reflect a deficiency in the ability to proofread and recognize certain repeated writing issues.*

**REMEDIAL ACTIONS:**

*Writers are strongly encouraged to seek assistance from the Writing & Communication Center on campus to refine and improve their proofreading abilities. Recognizing common errors is the first (and most crucial) step to addressing them. Allowing students extra class time to submit their documents for peer review would also be helpful. Wherever possible, instructors should give out samples of documents (both academic and professional) to model professional-level writing for all students.*

**LEARNING OBJECTIVE #2:***Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:***December 2017*

**ASSESSOR:***Middleton, Balog, Pelphrey, Whitney, Stein*

**NUMBER OF STUDENTS & COURSE:***4 Students – MGT 609, BIA 650, FIN 623*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Organization & Logic | **0** | **0** | **4** | **8.8** |
| 2: Voice Quality | **0** | **0** | **4** | **8.4** |
| 3: Physical Presence | **0** | **0** | **4** | **8.6** |
| 4: Use of Slides to Enhance Comm | **0** | **4** | **0** | **6.3** |
| 5: Transitions, Time Mgt, Q&A | **0** | **1** | **3** | **9.0** |
| **Average Grade (Out of 10) =** | **8.2** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **0** | **1** | **3** |

**COMMENTS:**

*See comments for Spring 2018 assessment.*

**REMEDIAL ACTIONS:**

*See action for Spring 2018 assessment.*

# 21. RESULTS OF ASSESSMENT: SPRING/SUMMER 2018

**LEARNING GOAL #1:***Our students will communicate effectively in written and oral communications.*

**Not assessed in spring 2018.**

**LEARNING OBJECTIVE #2:***Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:***May 2018*

**ASSESSOR:***Middleton, Balog, Stein*

**NUMBER OF STUDENTS & COURSE:***14 Students – EMT 752*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Organization & Logic | **0** | **0** | **14** | **9.5** |
| 2: Voice Quality | **0** | **0** | **14** | **8.9** |
| 3: Physical Presence | **0** | **0** | **14** | **9.1** |
| 4: Use of Slides to Enhance Comm | **0** | **5** | **9** | **7.6** |
| 5: Transitions, Time Mgt, Q&A | **0** | **0** | **14** | **9.9** |
| **Average Grade (Out of 10) =** | **9.0** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **0** | **0** | **14** |

**COMMENTS:**

*All of the students met or exceeded expectations for presenting this semester. The strongest areas continue to be Organization and Logic. This is likely due to the fact that they are given examples of successful pitches in class and model their own pitches on them. Traits 2, 3 and 4 continue to vary (sometimes wildly) from group to group. Different levels of speaking comfort and experience led to wide variations in #2. All students should take every opportunity to speak publicly in order to get more comfortable with the process. Poor and inconsistent eye contact continues to be a problem. In slide creation, the biggest issues were small text size and slides cramped with tables and other data. These are due, at least in part, to students mimicking sample presentations, and so it is recommended that instructors be more aware of pointing out these problems when giving out samples in class.*

**REMEDIAL ACTIONS:**

*As mentioned above, faculty should be aware of the pros and cons of giving out presentation examples to students. They tend to copy what they see, both the good and the bad. Faculty can also make an explicit distinction between what they require in an academic presentation, and the different expectations that may come into play when preparing a presentation for external stakeholders.*

**LEARNING GOAL #1:***Our students will communicate effectively in written and oral communications.*

**LEARNING OBJECTIVE #1:***Students will be able to write effectively.*

**ASSESSMENT DATE:***July 2018 (Summer)*

**ASSESSOR:***Kephart*

**NUMBER OF STUDENTS & COURSE:***3 Students – EMT 635*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Logical flow | **0** | **2** | **1** | **6.7** |
| 2: Grammar & Sentence Structure | **1** | **0** | **2** | **6.3** |
| 3: Spelling & word choice | **0** | **2** | **1** | **6.0** |
| 4: Development of ideas | **0** | **1** | **2** | **7.0** |
| **Average Grade (Out of 10) =** | **6.5** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **1** | **0** | **2** |

**COMMENTS:**

*Most of the students met or exceeded expectations for presenting this semester. The strongest areas continue to be Organization and Logic. This is likely due to the fact that they are given examples of successful pitches in class and model their own pitches on them. Traits 2, 3 and 4 continue to vary (sometimes wildly) from group to group. Different levels of speaking comfort and experience led to wide variations in #2. All students should take every opportunity to speak publicly in order to get more comfortable with the process. Poor and inconsistent eye contact continues to be a problem. In slide creation, the biggest issues were small text size and slides cramped with tables and other data. These are due, at least in part, to students mimicking sample presentations, and so it is recommended that instructors be more aware of pointing out these problems when giving out samples in class.*

**REMEDIAL ACTIONS:**

*As mentioned above, faculty should be aware of the pros and cons of giving out presentation examples to students. They tend to copy what they see, both the good and the bad. Faculty can also make an explicit distinction between what they require in an academic presentation, and the different expectations that may come into play when preparing a presentation for external stakeholders.*

# 22. RESULTS OF ASSESSMENT: FALL 2018

**LEARNING GOAL #1:***Our students will communicate effectively in written and oral communications.*

**LEARNING OBJECTIVE #1:***Students will be able to write effectively.*

**ASSESSMENT DATE:***Dec 2018*

**ASSESSOR:***Hardin, Kephart, Minsloff, Mendez-Booth*

**NUMBER OF STUDENTS & COURSE:***2 Students – MGT 609, BIA 650, EMT 635, MGT 635, FE 800*

|  |  |  |
| --- | --- | --- |
|  | **Number of Students** |  |
| **Learning Goal Traits** | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** | **Average Grade** |
| 1: Logical flow | **1** | **0** | **1** | **4.0** |
| 2: Grammar & Sentence Structure | **1** | **1** | **0** | **3.5** |
| 3: Spelling & word choice | **1** | **0** | **1** | **4.0** |
| 4: Development of ideas | **1** | **0** | **1** | **4.0** |
| **Average Grade (Out of 10) =** | **3.9** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Total Students by Category***(Based on average score across all traits)* | **1** | **0** | **1** |

**COMMENTS:**

*Students overall continue to perform better in the technical/sentence-level aspects of writing. Sentences are generally clear and word choice is appropriate for the type of document. Scores tended to be slightly lower in the areas of developing cohesive arguments and supporting points with specific details and facts. Some of this is attributed to the types of documents we assess, which often rely more on recounting information than developing new ideas. However, some of this may be caused by the students not fully grasping the distinction between stating an opinion and supporting an argument.*

**REMEDIAL ACTIONS:**

*Given the comments above, it is recommended that faculty read student work with a specific eye toward developing arguments and providing support. Point out were students are presenting their interpretation of data as facts, or when they are making arguments without providing supporting data. This may require rethinking the writing assignments within class, or possibly creating new assignments which can highlight these issues and force students to develop these skills.*

**LEARNING OBJECTIVE #2:***Students will be able to deliver presentations effectively.*

**ASSESSMENT DATE:***Presentations were not assessed this semester.*

# 23. OUTCOMES: MSTM LEARNING GOAL # 1 AFTER ROUNDS OF ASSESSMENT

**AFTER SECOND ROUND OF REVIEW**

**i. Written Communications Skills**

Written communication is an integral component of the EMTM program, (worth 2 credits) with components in 3 of the 6 semesters, two of which are formally graded. Writing skills are also formally taken into consideration in grading each assignment.

**ii. Oral Communications Skills**

Oral presentations are an important component of every course in the EMTM curriculum. The current system of videotaping student team presentations and providing expert feedback after final presentations in 4 of the 6 semesters of the program is working well. The student presentations given in the final capstone course are of a uniformly high standard.

The following table shows the average scores on each goal objective for the last 5 years.

|  |  |  |
| --- | --- | --- |
|  | Objective 1Written Communication | Objective 1Oral Communication |
| Fall 2008 – Spring 2009  | 7.5  | 8.0 |
| Fall 2010 – Spring 2011 | 5.5 |  |
| Fall 2011 – Spring 2012 | 6.1 |  |
| Fall 2012 | 6.5 | 7.5 |
| Spring 2013 | n/a | 8.8 |
| Fall 2013 | 6.8 | 7.4 |
| Spring 2014 | n/a | 7.9 |
| Fall 2014 |  | 7.5 |
| Spring 2015 |  | 7.7 |
| Fall 2015 | 6.8 | 7.1 |
| Spring 2016 |  |  |
| Fall 2016 | 8.8 | n/a |
| Spring 2017 | 7.8 | 6.5 |
| Fall 2017 | 6.8 | 8.2 |
| Spring 2018 |  | 9.0 |
| Summer 2018 | 6.5 |  |
| Fall 2018 | 3.9 |  |

# 24. CLOSE LOOP PROCESS – CONTINUOUS IMPROVEMENT RECORD

**Assurance of Learning**

**Assessment/Outcome Analysis**

**Close Loop Process - Continuous Improvement Record**

Program: Executive Master of Technology Management

Goal 1: Students can communicate effectively in written and oral communications

Goal Owner: Pete Dominick / Andrew Stein

Where Measured: Embedded in design assignment in all required courses. EMT 758: Oral and Written Communication Competency is specifically structured to evaluate this competency

How Measured: Sampling: All EMTM Students

Description: Instructor's grade of individual performance is monitored at various stages in the program.

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

|  |  |
| --- | --- |
| **Objective 1** |  *Students will be able to write effectively* |
| **When Assessed:** | *Fall 2018* |
| **Remedial****Action** | *Given the comments above, it is recommended that faculty read student work with a specific eye toward developing arguments and providing support. Point out were students are presenting their interpretation of data as facts, or when they are making arguments without providing supporting data. This may require rethinking the writing assignments within class, or possibly creating new assignments which can highlight these issues and force students to develop these skills.* |
| **Outcome from previous assessment:**  | *Prior to writing the first paper, students work in small groups to develop arguments and supporting facts. After submitting their papers, students received detailed, written feedback with suggestions for supporting their arguments with facts. Students rewrote papers or submitted the next written assignment having taken the feedback into account. Improvements were noted.* |
| **When Assessed:** | *Summer 2018* |
| **Remedial****Action** | *As mentioned above, faculty should be aware of the pros and cons of giving out presentation examples to students. They tend to copy what they see, both the good and the bad. Faculty can also make an explicit distinction between what they require in an academic presentation, and the different expectations that may come into play when preparing a presentation for external stakeholders.* |
| **Outcome from previous assessment:** | *After the student presentations, the students were asked to critique themselves and feedback was provided by other students. Slides and presentation material that was unclear are identified and clarifications are requested. Presenters learned from the questioning and feedback.* |
| **When Assessed:** | *Fall 2017* |
| **Remedial****Action** | *Writers are strongly encouraged to seek assistance from the Writing & Communication Center on campus to refine and improve their proofreading abilities. Recognizing common errors is the first (and most crucial) step to addressing them. Allowing students extra class time to submit their documents for peer review would also be helpful. Wherever possible, instructors should give out samples of documents (both academic and professional) to model professional-level writing for all students.* |
| **Outcome from previous assessment:** |  |
| **When Assessed:** | *Spring 2017* |
| **Remedial****Action** | *Faculty should make more efforts to workshop documents within the framework of the class, allowing students to read and identify the errors that other writers are making in an attempt to improve their own proofreading skills. If students cannot see their own incorrect grammar and awkward sentence structure, they cannot hope to correct it.*  |
| **Outcome from previous assessment:** |  |
| **When Assessed:** | *Fall 2016* |
| **Remedial****Action** | *Poor proofreading continues to plague this group, and this is something that the faculty can and should address in a very direct way. Asking students to bring in drafts of their work for proofreading exchanges could help the students recognize the most common errors they are committing. Showing students “before” and “after” versions of professional documents, allowing them to see the amount of improvement that stronger proofreading can bring, may be an excellent motivator.* |
| **Outcome from previous assessment:** |  |
| **When Assessed:** | *Fall 2015* |
| **Remedial****Action** | *Faculty should strongly encourage students to leave extra time for the writing process, and mandate that students to go through multiple drafts for the major writing assignments. Requiring students to bring early drafts to class for a round of peer review can be an effective way to accomplish this. It would also be helpful if faculty could assign one revision assignment during the semester, requiring students to incorporate the written feedback they received from the instructor (and peers) into a subsequent draft.* |
| **Outcome from previous assessment:** |  |
| **When Assessed:** | *Spring 2015* |
| **Remedial****Action** | *Faculty should strongly encourage students to leave extra time for the writing process, and mandate that students to go through multiple drafts for the major writing assignments. Requiring students to bring early drafts to class for a round of peer review can be an effective way to accomplish this. It would also be helpful if faculty could assign one revision assignment during the semester, requiring students to incorporate the written feedback they received from the instructor (and peers) into a subsequent draft.* |
| **Outcome from previous assessment:** |  |
| **When Assessed:** | *Fall 2014* |
| **Remedial****Action** | *Instructors should continue to encourage students to begin projects early to allow enough time for attention to the quality of their writing. Students should also be encouraged (or even mandated) to visit the Writing and Communications Center on a regular basis for feedback. It might also be beneficial for instructors to dedicate some portion of class time to peer feedback – where students get to read and evaluate the writing of other members of the class. This can serve as a useful way to highlight common issues and errors that can more easily be recognized when reading a paper that the student did not write.* |
| **Outcome from previous assessment:** | *Oral presentation skills remain effective. It is clear that when we are able to provide students with more preparation time they manage to do an even better job. We need to continue to take this into consideration* |
| **When Assessed:** | *Fall 2013* |
| **Remedial Action** | *Instructors in the EMTM program should continue to provide specific, written feedback to student papers, indicating not just where mistakes have been made but also, in some cases, showing examples of how the writing can be fixed to read smoother or better get across the ideas. As always, the Writing and Communications Center (WCC) can be a great resource to all students, and instructors should encourage students who are in need of additional assistance to take advantage of it. There is also a growing collection of online webinars, seminars and videos (Ted Talks, Khan Academy) that are available to students to allow them to build their skills and understanding of the writing process outside of the classroom.*  |
| **Outcome from previous assessment:** | *More efforts were made to provide detailed feedback, not just on content but on grammar and organization* |
| **When Assessed:** | *Fall 2012* |
| **Remedial Action** | *Instructors in the EMTM program should continue to provide detailed feedback notes to students, highlighting areas where the students need to improve. Students should take more advantage of the resources of the Writing and Communication Center (WCC) which has plans to begin offering online sessions next fall. This is perfect for the EMTM students, most of whom are not local to Hoboken and cannot visit the WCC in person. Additionally, by the fall we should have 2-3 new writing and communication video tutorials posted online to reinforce basic concepts and provide students with the opportunity to review the material on their own time.* |
| **Outcome from previous assessment:** | *The EMTM Program already highlights the importance of writing and oral communication with its EMT 758 Communications course. The benefits of that threaded course are clearly shown by the marked improvement these students demonstrate over the course of the program.* |
| **When Assessed:** | *Fall 2011* |
| **Remedial Action** | *The scores of these students seem to be trending in a positive direction, so further development should be encouraged. Instructors should continue to provide detailed feedback and notes on all written documents, pointing out larger issues of content and structure, along with smaller issues of grammar, sentence structure and language use. As always, all students in this program should be encouraged to utilize the services of the Writing and Communication Center (WCC) at Stevens. If this is impossible due to students being non-local, they should be encouraged to find partners within the class to read their documents and provide feedback prior to submission. Students should be reminded to begin documents early enough to ensure full development, as well as leave adequate time for proofreading.* |
| **Outcome from previous assessment:** |  |
| **When Assessed:** | *Fall 2010* |
| **Remedial Action** | *As recommended previously, instructors should be encouraged to give more direct sentence-level feedback on student documents, indicating areas where the grammar or sentence structure is interfering with the reader easily and fully understanding the writer’s ideas. It would also be highly recommended that all students in this program be encouraged to utilize the services of the Writing and Communication Center (WCC) at Stevens which would give each student personalized feedback on their writing (both on the conceptual and grammatical levels) as well as prescriptive steps that the student cabn take to improve their written communication.* |
| **Outcome from previous assessment:** |  |
| **When Assessed:** | *Fall 2008* |
| **Remedial Action** | *Strengthen web-based remedial recommendations. Increase emphasis on writing principles in the Oral & Written Communication Workshop. Include grammar review quiz at the end of the workshop.*  |
| **Specific steps taken in fall 2009** | *The workshop was redesigned to accommodate additional material including electronic communication skills, specifically e-mail etiquette.*  |
| **Overview of Objective #1 in 2008** | *Written communication is an integral component of the EMTM program, (worth 2 credits) with components in 3 of the 6 semesters, two of which are formally graded. Writing skills are also formally taken into consideration in grading each assignment.*  |
| **Objective 2** | *Students will be able to deliver presentations effectively.* |
| **When Assessed:** | *Fall 2018* |
| **Remedial****Action** | *It is recommended that faculty focus more attention on the visual representation of class data and include this as a component of the final project grade. Faculty can also provide additional opportunities for oral presentation during the semester (even if these are done in smaller groups) and to encourage peer feedback. Allowing time for a brief Q&A after each presentation would also be greatly beneficial.* |
| **When Assessed:** | *Spring 2018* |
| **Remedial****Action** | *Faculty should be aware of the pros and cons of giving out presentation examples to students. They tend to copy what they see, both the good and the bad. Faculty can also make an explicit distinction between what they require in an academic presentation, and the different expectations that may come into play when preparing a presentation for external stakeholders.* |
| **Outcome from previous assessment:** |  |
| **When Assessed:** | *Fall 2017* |
| **Remedial****Action** | *See action for Spring 2018 assessment.* |
| **Outcome from previous assessment:** |  |
| **When Assessed:** | *Spring 2017* |
| **Remedial****Action** | *The areas of concentration continue to be in eye contact and slide creation. For the physical side, students need to be encouraged (or even mandated) to create their talking points far in advance, to allow themselves adequate time to become familiar with their own material and not need to rely on the slides for support. As for the slides themselves, instructors are encouraged to grade the presentations on slide simplicity and clarity, not just the sum total of information present. Without this, the students are incentivized to create highly-detailed and dense slides which show their knowledge but are not always easy for an audience to digest.* |
| **Outcome from previous assessment:** |  |
| **When Assessed:** | *Fall 2016* |
| **Remedial****Action** | *No major change in remedial action is recommended. Starting work on the PowerPoint slides early is the key to a successful presentation, both in terms of slide quality and also because it allows additional time for practice and confidence building. Workshopping of presentations as they are being developed, and in-class practice and peer feedback, should continue to be fostered and encouraged.* |
| **Outcome from previous assessment:** |  |
| **When Assessed:** | *Fall 2015* |
| **Remedial****Action** | *Students should be required to complete their PowerPoint decks at least three days prior to their presentation, so they have time for feedback and the opportunity to avoid some of the slide construction issues that consistently occur. Students should also be encouraged to project these slides onto a screen and view them from the back of a room. Very possibly, some of these problems would then be discovered and addressed. It would also give the speakers more opportunity to rehearse the oral component and get more comfortable with the material, reducing the need to look at the slides while they speak.* |
| **Outcome from previous assessment:** |  |
| **When Assessed:** | *Fall 2014* |
| **Remedial****Action** | *The most obvious means of improving presentation skills are obvious and unchanging: be familiar with the material and practice. Beyond that, the two elements that need the most work are eye contact and enthusiasm. For that, it is recommended that students are encouraged, and given opportunities, to practice their presentations in front of a group prior to the official presentation. A mandated peer review practice session, where other members of the group, and of other groups, can see the errors that are being made, and encourage their peers to improve their style, would be most beneficial. It would also be useful if the instructor could grade on their presentation style, which would encourage students to focus more of their attention on their delivery.* |
| **Outcome from previous assessment:** |  |
| **When Assessed:** | *Spring 2014* |
| **Remedial Action** | *It is recommended that the instructors encourage their students to practice delivering their presentations while NOT sitting in front of their computers. When speakers become too comfortable with staring at the screen while practicing, it encourages them to disengage from the audience and speak to the screen during the real thing. Students should continue to practice speaking whenever possible, and faculty are encouraged to assign more short, impromptu speaking opportunities so that students understand that public speaking is not only something done for a midterm or a final exam.* |
| **Outcome from previous assessment:** |  |
| **When Assessed:** | *Fall 2013* |
| **Remedial Action** | *Perhaps more than with any other kind of business communication, the key to improving public speaking ability is practice. Of course, students can and should rehearse their presentations before they deliver them, but this also means that students should push themselves to speak publicly at every opportunity, not just when it is required by an academic exercise. From a vocal perspective, many students need to work on injecting more enthusiasm into their delivery, and use vocal dynamics to convey engagement and excitement about the material. Maintaining eye contact was a major problem for some speakers, and it is recommended that students rehearse their material while not sitting in front of a computer. If staring at a computer while speaking feels normal, then it is more likely they will disengage from the audience and talk to the screen while presenting.*  |
| **Outcome from previous assessment:** |  |
| **When Assessed:** | *Spring 2013* |
| **Remedial Action** | *Students should continue to observe other PowerPoint slideshows (on campus or at workplaces) to see the best (and worst) of professional practices. Also, newer slideshow creators such as Prezi should be explored.*  |
| **Outcome from previous assessment:** | *Many students also benefitted from two Presentation Video Tutorials that were created and posted online. Viewing of these, and any new, tutorials should be made mandatory for all students.* |
| **When Assessed:** | *Fall 2012* |
| **Remedial Action** | *The only effective way to improve Trait 2 is to practice public speaking at every opportunity, so all students are encouraged to do so. Some of these opportunities will present themselves in other Stevens’ classes, and some will present themselves in outside situations.* |
| **Outcome from previous assessment:** | *None* |
| **When Assessed:** | *Spring 2012* |
| **Remedial Action** | *None* |
| **Outcome from previous assessment:** | *None* |
| **When Assessed:** | *Spring 2011* |
| **Remedial Action** | *None* |
| **Outcome from previous assessment:** | *None* |
| **When Assessed:** | *Spring 2009* |
| **Remedial Action** | *Continue with multiple review sessions of presentations across the program.* |
| **Overview of Objective #2 in 2008** | *Oral presentations are an important component of every course in the EMTM curriculum. The current system of videotaping student team presentations and providing expert feedback after final presentations in 4 of the 6 semesters of the program is working well. The student presentations given in the final capstone course are of a uniformly high standard.* |

# APPENDIX A

 **ASSESSMENT EXERCISE**

Essays/case studies submitted in the EMT 758 class.

# APPENDIX B

**HOLISTIC WRITING ASSESSMENT**

Holistic Grading

A holistic reading allows the instructor to view the student's work as a whole and to judge whether the work is generally effective in communicating a complete idea. Holistic evaluation is based on the assumption that the effective communication of an idea to a particular audience is the essential element of written discourse and that the parts of a composition are interdependent. Thus, in this phase of the evaluation process, the emphasis is on the whole work, rather than on its individual parts.

Whereas a [rubric reading](https://www.msu.edu/~jdowell/135/rubric.html) is far more specific regarding strong and weak [Rubric](https://www.msu.edu/~jdowell/pdf/Rubric.pdf) areas, a holistic reading is nearly instantaneous. Nevertheless, evaluations would be just the same.

**Stevens Institute of Technology English Competence Exam**

**S.E.C.E.**

**Holistic Grading Scale**

            The S.E.C.E. will be graded holistically on a scale from one to four by each reader.  There will be four possible grades:  low fail, high fail, pass, high pass.  All S.E.C.E. essays will be read by two readers and the resulting scores added.  In the case of a split between low fail and high fail, or any passing and any failing grade, the Director of Writing Programs will be the third reader and decide the split.  A low fail will be the result of a grade of 2.  A high fail will be the result of a grade of 4.  (A grade of 3 will not be possible.)  A grade of 6 or 7 will result in a pass.  A grade of 8 will result in a high pass.  (There will be no possible grade of 5.)

            The following scale will be used by the graders.

**4**  The essay provides a well-organized response to the topic and maintains a central focus.  The ideas are expressed in appropriate language.  A sense of pattern of development is present from beginning to end.  The writer supports assertions with explanations or illustrations, and the syntax is within the ordinary range of standard written English.  Grammar, punctuation and spelling are almost always correct.

**3**  The essay shows a basic understanding of the demands of essay organization although there might be occasional digressions.  The development of ideas is sometimes incomplete or rudimentary, but a basic logical structure can be discerned.  Vocabulary generally is appropriate for the essay topic but at times is oversimplified.  Sentences reflect a sufficient command of standard written English to ensure reasonable clarity of expression.  Common forms of agreement and grammatical inflection are usually, although not always, correct.  The writer generally demonstrates through punctuation an understanding of the boundaries of the sentence.  The writer spells common words, with the possible exception of so-called "spelling demons," with a reasonable degree of accuracy.

**2**  The essay begins with a response to the topic but does not develop that response.  Ideas are repeated frequently or presented randomly.  Diction often too informal or limited for the demands of written English. Syntax is tangled and unstable to the point of impeding clarity of expression.  There are many errors in grammar, punctuation and spelling.

**1**  The essay provides a response to the topic, but it either incompletely or insufficiently develops that response.  Ideas are repeated frequently, presented randomly, or not organized at all.  The writer either merely records conversational speech (instead of the more formal diction required of written English) or displays a high frequency of error in the regular features of standard written English.  Words are often misused and vocabulary is limited.  Syntax is tangled enough to present serious difficulties of comprehension which frustrate the reader.  There are numerous errors in grammar, punctuation and spelling to the point where meaning is obscured.  --OR-- The essay is so brief that any reasonably accurate judgment of the writer's competence is impossible.

# APPENDIX C. PREVIOUS PRESENTATION RUBRIC

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| **Presentation Rubric***Goal: Students will be able to deliver presentations effectively.* |
| **Trait** | **Poor (0)** | **Good (5)** | **Excellent (10)** | **Score** |
| **Trait 1: Organization & Logic** | Fails to introduce topic; no evidence of or poor logical flow of topic; does not manage time. | Prepares listeners for sequence and flow of topic. Loses place occasionally. Maintains pace, without need to rush. | Engages listeners with overview, guides listeners through connections between sections, and uses time to good effect. |  |
| **Trait 2:Voice & Body Language** | Cannot be heard well due to volume, mumbling, speed, rote delivery, and/or heavily accented English. Turns away from audience or uses distracting gestures, such as scratching or tugging clothing. | Clear delivery with well-modulated voice and self-carriage. | Exemplary delivery, using voice and gestures as part of medium. Uses vocal and physical resources to aid in communicating topic. |  |
| **Trait 3:Use of Slides to Enhance Communications** | Misspelled, too busy, too many slides for allotted time, and/or poor use of graphics like charts. | Slides are readable, containing a reasonable amount of material per slide. Good use of graphics or illustrations. | Slides are well written/designed, and used as support to verbal content presentation. |  |
| **Trait 4:Ability to Answer Questions** | Student does not answer questions that are asked. | Student responds to questions well and provides sufficient response. | Student responds convincingly and addresses all aspects of question. Knows material thoroughly. |  |
| **Trait 5:Content** | Student does not satisfy assignment requirements. Misuses theory or selects poor examples. | Student provides good analysis of subject, satisfying intent of assignment and demonstrating knowledge. | Student shows evidence of strong research and highly competent use of analyses to reach conclusions and recommendations. |  |
| **Does not meet expectations: 0 – 19; Meets: 20-35; Exceeds: 36-50 Total Score:** |  |