

# Assessment Cycle 2023-2024

**Program: Associate (AGS) (733) and Bachelor (BGS) of General Studies (734)**

**College of Arts and Sciences**

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**Northwestern State University Mission.** Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

**College of Arts and Sciences' Mission.** College of Arts and Sciences' Mission. The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides an unequalled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Scholars' College (the State's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

**General Studies Program Mission.** Recognizing the value of special programs for students with unusual backgrounds and abilities, the General Studies program is responsive to today's students. It provides flexibility to allow the student's curriculum to adapt to interests, backgrounds, time limitations, and career goals. It is especially appropriate for a mature person who has, because of various educational and work experiences, a clear focus and strong commitment to a particular course of study.

**Methodology:** The assessment process for the BGS program is as follows:

- (1) Data from assessment tools (both direct–indirect, quantitative, and qualitative) are collected and returned to the program coordinator.
- (2) The program coordinator will analyze the data to determine whether students have met measurable outcomes. Results from the assessment will be discussed with the professional staff advisors.

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- (3) The program coordinator, in consultation with the professional staff advisors, may propose changes to measurable outcomes, assessment tools for the next assessment period, and, where needed, curricula and program changes.
- (4) Based on the low count of students and/or courses attempted at NSU, students who are pursuing an Associate of General Studies (AGS) degree are factored into, as appropriate, the assessment of student learning outcomes.

### Student Learning Outcomes: Bachelor of General Studies

#### **SLO 1. Students will demonstrate appropriate writing skills. Measure 1.1 (Direct – knowledge)**

**Description:** Students will be required to demonstrate written communication skills by creating an organized chronological resume.

**Course Map:** Tied to the course syllabus objectives.

IDS 4020: Perspectives / Senior Seminar

**Acceptable Target:** Ninety percent (90%) of students earn 75% or higher on the assignment assessed using an established rubric.

**Ideal Target:** All (100%) students will pass the assessments with a score of at least eighty percent (80%).

**Implementation Plan (timeline):** Each semester

**Key/Responsible Personnel:** Instructor of IDS 4020

**Findings:** Target was met

**Analysis:** In AC 2022-2023, the target was not met (93/106 students = 88%). A significant number of the students who did not produce “average-level” work was due to students lacking proper attention to detail. They did not carefully follow directions. Therefore, the instructors graded the first-draft submissions more stringently.

Based on the AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024. The faculty required all students to highlight in yellow at least five action verbs used in the descriptions of their present and/or past positions (*i.e.*, facilitated, monitored, supervised, accounted for, *etc.*) to stress the importance of action verb usage for their final resume submission. Students still struggled with proper grammar for this assignment.

As a result of these changes, in AC 2023-2024, the target was met, with 91% (78/86

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students) of students earning a score of 75% or higher on the assessed assignments using an established rubric.

**Decision:** In AC 2023-2024, the target was met. Based on the AC 2023-2024 results analysis, the following changes will be made to drive improvement. The grading rubric will be revised to include several additional terms and conditions; one to include three or more spelling and grammar mistakes on the final resume will require (1) resubmission and (2) an automatic 15-point deduction on this 40-point assignment.

### Measure 1.2 (Direct – Skill) IDS 4020

**Description:** Students will be required to demonstrate written communication skills by writing a professional cover letter.

**Course Map:** Tied to the course syllabus objectives.

IDS 4020: Perspectives/ Senior Seminar

**Acceptable Target:** Ninety percent (90%) of students earn 75% or higher on the assignment assessed using an established rubric.

**Ideal Target:** All (100%) students will pass the assessments with a score of at least eighty percent (80%).

**Implementation Plan (timeline):** Each semester

**Key/Responsible Personnel:** Instructor of IDS 4020

**Findings:** Target was met

**Analysis:** In AC 2022-2023, the target was met (93/106 students = 89.6%, rounded up to 90%). The course steward and instructors recorded a lecture on proper cover letter components and formatting. For many of the traditional-age seniors in the cohort (21- and 22-year-olds), this was their first-ever attempt at a cover letter. Instructors' grading on the first draft provided a good foundation and positive feedback for students' final draft submissions.

Based on the AC 2023-2024 results analysis, the faculty implemented the following changes in AC 2023-2024. In addition to the updated resources that provided additional support, the students were required to submit a first draft in which the student clearly stated the position title they were applying for (as opposed to generated generic letters). Additionally, the assignment required the advertised position the student applied for to get posted/supplied on the next page, which eliminated students applying for non-advertised jobs.

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As a result of these changes in AC 2023-2024, the target was met, with 78/86 (92%) students scoring 75% or higher on the assessed assignments using an established rubric.

**Decision:** In AC 2023-2024, the target was met at 92%. Based on the analysis of AC 2023-2024 results, in AC 2024-2025, the course steward and instructors will drive improvement by implementing the following changes. The AC 2024-2025 cover letter grading rubric will have a new condition - three or more spelling and grammar errors will require (1) resubmission and (2) an automatic 10-point deduction on this 25-point assignment.

### Measure 1.3 (Direct – Skill) IDS 4030

**Description:** Students will be required to demonstrate written communication skills by creating a 3-page paper covering soft skills needed for their chosen career.

**Course Map:** Tied to the course syllabus objectives.

IDS 4030: Career Readiness / Senior Seminar

**Acceptable Target:** Ninety percent (90%) of students earn 80% or higher on the assignment assessed using an established rubric.

**Ideal Target:** All (100%) students will pass the assessments with a score of at least eighty percent (80%).

**Implementation Plan (timeline):** Each semester

**Key/Responsible Personnel:** Instructor of IDS 4030

**Findings:** Target was met

**Analysis:** In AC 2022-2023, the target was met (100/106 = 94%). The target was increased from 80% to 90% of students earning 80% or higher on the assessed assignments using an established rubric. The grading rubric was also adjusted.

Based on the AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024. To enhance the quality of the assignment, the course steward and instructors provided several resources on APA-style writing. They implemented an APA-style quiz leading up to the submission of the soft skills essay. Additionally, all IDS 4030 instructors provided students with a sample essay as a reference to illustrate expectations regarding the assignment. Instructors required all students to submit an earlier, mandatory assignment of their first paragraph, which included the three soft skills they addressed in their paper. However, the students still struggled with submitting quality work.

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As a result of these changes in AC 2023-2024, the target was met (79/86 students = 92%).

**Decision:** In AC 2023-2024, the target was met (92%). Based on the analysis of these results, in AC 2024- 2025, the course steward and instructors will drive improvement by providing the students with feedback, ensuring that students have a successful start on their mandatory first paragraph assignment in which they introduce the three soft skills. This edit will be reflected in an adjustment to the grading rubric, and the instructors will. The target will be increased to 95%.

### **SLO 2. Students will demonstrate critical thinking skills.**

#### **Measure 2.1. (Direct – Skill) IDS 4020**

**Description:** Students will demonstrate critical thinking skills by completing several discussion board forums throughout the capstone course.

**Course Map:** Tied to the course syllabus objectives.

IDS 4020: Perspectives / Senior Seminar

**Acceptable Target:** Ninety percent (90%) of students will produce three discussion board posts that earn a score of at least eighty percent (80%).

**Ideal Target:** All (100%) students will pass the assessments with a score of at least eighty percent (80%).

**Implementation Plan (timeline):** Each semester

**Key/Responsible Personnel:** IDS 4020 faculty member

**Findings:** Target was not met

**Analysis:** In AC 2022-2023, the target was not met. However, there was a 6% increase during AC 2022-2023 compared to previous academic cycles. The course steward increased the point value of each discussion forum. Previously, all discussion forums were 10 points each, therefore only factoring approximately 12% of a student's final grade. As a result of the findings, the three discussion board assignments were increased to 20 points per assignment, thus totaling sixty points. Students have lacked follow-thru on discussion board posts, did not follow directions fully, or did not respond to posts as assigned.

Based on the AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024. The course steward and instructors required forum posts to have the following: (1) a minimum word requirement; (2) be well-organized, concise, and

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easily understood; and (3) a minimum response to at least two other students' posts steward reinforced. The students still struggled with completing this assignment in a timely manner.

In AC 2023-2024, the target was not met (65/86 students = 76%).

**Decision:** In AC 2023-2024, the target was not met (76%). Based on the analysis of these results, the following changes will be made to drive improvement in AC 2024-2025. Students will be required to complete all discussion board posts, complying with the following: (1) a minimum word requirement; (2) be well-organized, concise, and easily understood; and (3) there must be a response to at least two other student posts. Additionally, the instructor will label and highlight these three previously mentioned requirements in the discussion board thread. The instructor will reinforce the assignment description of completing the discussion boards accurately. The final action will be to increase the points from 60 to 90 points. These actions will benefit the students by requiring them to complete the posts accurately, thus fully engaging in the assignment.

### Measure 2.2. (Direct – Skill) IDS 4030

**Description:** Students will demonstrate critical thinking skills by completing several discussion board forum prompts throughout the capstone course.

**Course Map:** Tied to the course syllabus objectives.

IDS 4030: Career Readiness / Senior Seminar

**Acceptable Target:** Ninety percent (90%) of students will produce three discussion board posts that earn a score of at least eighty percent (80%).

**Ideal Target:** All (100%) students will pass the assessments with a score of at least eighty percent (80%).

**Implementation Plan (timeline):** Each semester

**Key/Responsible Personnel:** IDS 4030 faculty member

**Findings:** Target was not met

**Analysis:** In AC 2022-2023, the target was not met (79/106 students = 74%). There was a pattern of decreasing student participation in the forum posts. The faculty graded the posts to include a higher point value for the assignments.

Based on the AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024. Based on the data, the acceptable target was reduced from 90% to 80%. The course steward and instructors required the forum posts to have the

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following: (1) a minimum word requirement; (2) be well-organized, concise, and easily understood; and (3) a minimum response to at least two other students' posts steward reinforced. The students still struggled with following instructions for these assignments.

As a result of these changes, in AC 2023-2024, the target was not met (70/86 students = 81%).

**Decision:** In AC 2023-2024, the target was not met (81%). Based on the analysis of these results, in AC 2024-2025, the course steward and instructors will drive improvement by requiring students to complete all discussion board posts, complying with the following: (1) a minimum word requirement; (2) be well-organized, concise, and easily understood; and (3) students must respond to at least two other students' posts. In addition, the instructor will (3) label and highlight these three previously mentioned requirements in the discussion board thread, reinforcing the assignment description and the importance of completing the discussion boards accurately. These actions will benefit the student by requiring them to complete the post accurately, thus fully engaging themselves in the assignment.

### Measure 2.3 (Direct) IDS 4030

**Description:** Students are required to demonstrate critical thinking skills by completing a final reflection essay, in which students are to reflect on and discuss their capstone and overall undergraduate experience.

**Course Map:** Tied to the course syllabus objectives.

IDS 4030: Career Readiness / Senior Seminar

**Acceptable Target:** One hundred percent (100%) of students will produce a score of 24/30 points, earning at least eighty percent (80%).

**Ideal Target:** All (100%) students will pass the assessments with a score of at least eighty percent (80%).

**Implementation Plan (timeline):** Each semester

**Key/Responsible Personnel:** IDS 4030 faculty member

**Findings:** Target was met

**Analysis:** In AC 2022-2023, the target was met with (105/106 students = 99%) earning 80% or above. Almost all students accurately completed the final reflection assignment at the ideal target rate of 100%. The high percentage of grades validated the importance of this assignment and for the course steward to maintain the final reflection assignment format. Students still struggled with how to address the three significant lessons learned

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from their capstone experience.

Based on the AC 202-2023 results analysis, the faculty implemented the following changes in AC 2023-2024. The course steward made a few modifications to enhance student learning which included scaffolding assignments to aid the students in identifying their experiences that they wanted to highlight. Students addressed their three significant lessons learned from their capstone experience (increased from the one lesson learned requirement of the previous year). Additionally, the student had to describe one area/topic on which the instructor should expand. Students still struggled with identifying which experiences they should highlight.

As a result of these changes in AC 2023-2024, the target was met (84/86 students = 98%).

**Decision:** In AC 2023-2024, the target was met (98%). Based on the analysis of these results, in AC 2024-2025, the course steward and instructors will drive improvement using the unique assignment delivery format but will focus on redesigning the scaffolding assignments to help the students identify which experiences they want to highlight earlier in the semester. This assignment will remain mandatory as the instructors feel that this assignment helps the students demonstrate critical thinking skills. Additionally, the course steward will increase the target to 100% (or greater than 24/30 points or 80%).

### **SLO 3. Students will identify potential career opportunities.**

IDS 4020: Perspectives / Senior Seminar (all sections, senior year)

IDS 4030: Career Readiness / Senior Seminar (all sections, senior year)

#### **Measure 3.1. (Direct) IDS 4030**

**Description:** Students will identify relevant career networking agencies (or future graduate programs).

**Course Map:** Tied to the course syllabus objectives.

IDS 4030: Career Readiness / Senior Seminar

**Acceptable Target:** Eighty-five percent (85%) of the students score 80% or higher on the course assignment.

**Ideal Target:** All (100%) students will score 80% or higher on the course assignment.

**Implementation Plan (timeline):** Each semester

**Key/Responsible Personnel:** IDS 4030 faculty member



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**Findings:** Target was not met

**Analysis:** In AC 2022-2023, the target was not met by one percentage point (89/106 students = 84%). Many of the students did well in completing the career network assignment. It should be noted that two students did not submit this assignment, thus affecting the overall target percentage. Several students did not provide specificity regarding their HR point of contact, which was the purpose of the assignment.

Based on AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024. The course steward tailored the career network assignment directions. All students were instructed to identify a specific point of contact (first name, last name, and job title) as we have noticed that many students have been too vague and listed “attention Human Resources.” The same adjustment was made for graduate programs (the student had to list a specific point of contact rather than simply “Graduate Coordinator”). Students struggled with providing a point of contact for the network assignment. Requiring a definitive point of contact drove improvement, measures, and data.

In AC 2023-2024, the target was not met (66/86 students = 77%).

**Decision:** In AC 2023-2024, the target was not met (77%). Based on the analysis of these results, in AC 2024-2025, the course steward and instructors will redesign the career network assignment to ensure students are aware of the directions of this assignment. Instructors will work with students by requiring all students to identify a specific point of contact (first name, last name, and job title). Many students have been too vague and listed “attention Human Resources.” The same adjustment will be made for graduate programs (the student must list a specific point of contact rather than simply “Graduate Coordinator”). In addition, the point value of the assignment will be increased from 20 to 30 points to drive home the importance of the networking assignment.

### Measure 3.2. (Direct) IDS 4030

**Description:** Students will complete an informational interview assignment relevant to their career interests.

**Course Map:** Tied to course syllabus objectives.

IDS 4030: Career Readiness / Senior Seminar

**Acceptable Target:** Eighty-five percent of the students will score 80% or higher on the course assignment, assessed with an established grading rubric.

**Ideal Target:** All (100%) students will score 80% or higher on the course assignment.

**Implementation Plan (timeline):** Each semester

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**Key/Responsible Personnel:** IDS 4030 faculty member

**Findings:** Target was met

**Analysis:** In AC 2022-2023, the target was met (93/106 students = 88%), increasing a percentage point from the previous academic cycle. The target was met due to students completing the informational interview through the proper delivery of the informational interview assignment. However, a portion of students procrastinated, resulting in a weaker selection of interviewees leading to their below-average grades.

Based on the AC 2022-2023 results analysis, the faculty implemented the following changes in AC 2023-2024. This cohort of students saw greater success in reaching the targets when allowed the opportunity to tailor the assignment and research career opportunities. The instructors reminded the students several weeks prior to the due date of this assignment when the assignment was due and gave the students an opportunity to ask any clarifying questions. However, the students still struggled to turn this assignment in on time

As a result of these changes in AC 2023-2024, the target was met (80/86 students = 93%).

**Decision:** In AC 2023-2024, the target was met (93%). Based on the analysis of these results, in AC 2024-2025, the course steward and instructors will drive improvement by adding specificity to the interview. It will be assigned 3-4 weeks in advance. Each student will be required to email the instructor at least one week in advance with details about who the interview will be with and what the career (or graduate program) is. To ensure the success of the informational interview, the course steward will add instructions during week two of the semester for the student to email the instructor in advance (at least one week before the due date in week five) sharing the details of the interview the student will conduct. This effort will drive the importance of the interview to the students so that they will complete the interview accurately.

### **Measure 3.3 (Direct – Skill) IDS 4020**

**Description:** Students will complete a mock interview assignment in which each student is paired with a classmate with a similar career interest.

**Course Map:** Tied to the course syllabus objectives.

IDS 4030: Career Readiness / Senior Seminar

**Acceptable Target:** Ninety percent (90%) of the students will score 80% or higher on the course assignment, assessed with an established grading rubric.

**Ideal Target:** All (100%) students will score 80% or higher on the course assignment.

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**Implementation Plan (timeline):** Each semester

**Key/Responsible Personnel:** IDS 4030 faculty member

**Findings:** Target was met

**Analysis:** In AC 2022-23, the target was met (101/106 students = 88%). The target was met because students acknowledged the importance of the mock interview assignment. Student feedback included comments such as, “this was my first mock interview”, “I was nervous, I did not know my partner”, “I enjoyed the process”. The course steward executed the assignment description and encouraged professionalism in the mock interviews.

Based on the AC 2022-2023 results analysis, the faculty implemented the following change in AC 2023-2024. Students partnered with a peer who had similar career or graduate school interests and actively engaged, listened to, and mentored each other through the mock interview process. Students took turns in each role of interviewer and interviewee. The students struggled with professional attire and proper environmental backgrounds when completing this assignment.

As a result of these changes in AC 2023-2024, the target was met (78/86 students = 91%).

**Decision:** In AC 2023-2024, the target was met (91%). Based on the analysis of the results, in AC 2024-2025, several changes will be made to drive improvement. The IDS instructors will pay special attention and grade accordingly (sloppy interview attire, interview on bed, pillow in lap, will not be allowed). The grading rubric will have ten additional points to evaluate business casual attire and an appropriate online setting. This is a Microsoft Teams mock interview (it is recorded for grading) and this improvement will emphasize a higher level of professionalism.

**Comprehensive summary of key evidence of improvements based on analysis of results.** The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2023-2024. These changes are based on the knowledge gained through the AC 2022-2023 results analysis.

- In Measure 1.1, the faculty required all students to highlight in yellow at least five action verbs used in the descriptions of their present and/or past positions (*i.e.*, facilitated, monitored, supervised, accounted for, *etc.*) to stress the importance of action verb usage for their final resume submission.
- In Measure 1.2, in addition to the updated resources that provided additional support, the students were required to submit a first draft in which the student clearly stated the position title they were applying for (as opposed to generated

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generic letters). Additionally, the assignment required the advertised position the student applied for to get posted/supplied on the next page, which eliminated students applying for non-advertised jobs.

- In Measure 1.3, to enhance the quality of the assignment, the course steward and instructors provided several resources on APA-style writing. They implemented an APA-style quiz leading up to the submission of the soft skills essay. Additionally, all IDS 4030 instructors provided students with a sample essay as a reference to illustrate expectations regarding the assignment. Instructors required all students to submit an earlier, mandatory assignment of their first paragraph, which included the three soft skills they addressed in their paper.
- In Measure 2.1, the course steward and instructors required forum posts to have the following: (1) a minimum word requirement; (2) be well-organized, concise, and easily understood; and (3) a minimum response to at least two other students' posts steward reinforced.
- In Measure 2.2, based on the data, the acceptable target was dropped from 90% to 80%. The course steward and instructors required the forum posts to have the following: (1) a minimum word requirement; (2) be well-organized, concise, and easily understood; and (3) a minimum response to at least two other students' posts steward reinforced.
- In Measure 2.3, The course steward made a few modifications to enhance student learning which included scaffolding assignments to aid the students in identifying their experiences that they wanted to highlight. Students addressed their three significant lessons learned from their capstone experience (differed from last year, which was one lesson learned). Additionally, the student had to describe one area/topic the instructor should expand on. Students still struggled with identifying which experiences they should highlight.
- In Measure 3.1, the course steward tailored the career network assignment directions. All students were instructed to identify a specific point of contact (first name, last name, and job title) as we have noticed that many students have been too vague and listed "attention Human Resources." The same adjustment was made for graduate programs (the student had to list a specific point of contact rather than simply "Graduate Coordinator").
- In Measure 3.2, this cohort of students has seen greater success in reaching the targets when allowed the opportunity to tailor the assignment and research career opportunities. The instructors reminded the students several weeks prior to the due date of this assignment when the assignment was due and gave the students an opportunity to ask any clarifying questions.
- In Measure 3.3, students partnered with a peer who had similar career or graduate school interests and actively engaged, listened to, and mentored each

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other through the mock interview process. Students took turns in each role of interviewer and interviewee.

### Plan of Action Moving Forward:

During the AC 2024-2025, faculty will implement the following to drive further improvements to enhance the BGS program's student learning outcomes:

- In Measure 1.1, the grading rubric will be revised to include a couple of additional terms and conditions; one to include three or more spelling and grammar mistakes on the final resume will require (1) resubmission and (2) an automatic 15-point deduction on this 40-point assignment.
- In Measure 1.2, the course steward and instructors will drive improvement by implementing the following changes. The AC 2024-2025 cover letter grading rubric will have a new condition - three or more spelling and grammar errors will require (1) resubmission and (2) an automatic 10-point deduction on this 25-point assignment.
- In Measure 1.3, providing the students with feedback, ensuring that their students have a successful start on their mandatory first paragraph assignment in which they introduce the three soft skills. This edit will be reflected in an adjustment to the grading rubric, and the instructors will. The target will increase to 95%.
- In Measure 2.1, students will be required to complete all discussion board posts, complying with the following: (1) a minimum word requirement; (2) be well-organized, concise, and easily understood; and (3) there must be a response to at least two other student posts. Additionally, the instructor will label and highlight these three previously mentioned requirements in the discussion board thread. The instructor will reinforce the assignment description of completing the discussion boards accurately. The final action will be to increase the points from 60 to 90 points. These actions will benefit the students by requiring them to complete the posts accurately, thus fully engaging in the assignment.
- In Measure 2.2, the course steward and instructors will drive improvement by requiring students to complete all discussion board posts, complying with the following: (1) a minimum word requirement; (2) be well-organized, concise, and easily understood; and (3) students must respond to at least two other students' posts. In addition, the instructor will (3) label and highlight these three previously mentioned requirements in the discussion board thread, reinforcing the assignment description and the importance of completing the discussion boards accurately. These actions will benefit the student by requiring them to complete the post accurately, thus fully engaging themselves in the assignment.

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- In Measure 2.3, the course steward and instructors will drive improvement using the same assignment delivery format; however, redesigning the scaffolding assignments to help the students identify which experiences they want to highlight earlier in the semester. This assignment will remain mandatory as the instructors feel that this assignment helps the students demonstrate critical thinking skills. Additionally, the course steward will increase the target to 100% (or greater than 24/30 points or 80%).
- In Measure 3.1, the course steward and instructors will redesign the career network assignment to ensure students will be aware of the directions of this assignment. Instructors will work with students by requiring all students to (1) identify a specific point of contact (first name, last name, and job title). Many students have been too vague and listed “attention Human Resources.” The same adjustment will be made for graduate programs (the student must list a specific point of contact rather than simply “Graduate Coordinator”). In addition, the point value of the assignment will increase from 20 to 30 points to drive home the importance of the networking assignment.
- In Measure 3.2, the course steward and instructors will drive improvement by adding specificity to the interview. It will be assigned 3-4 weeks in advance. Each student must email the instructor at least one week in advance with details about who the interview will be with and what the career (or graduate program) is. To ensure the success of the informational interview, the course steward will add instructions during week two of the semester for the student to email the instructor in advance (at least one week before the due date in week five) sharing the details of the interview the student will conduct. This effort will drive the importance of the interview to the students so that they will complete the interview accurately.
- In Measure 3.3, The IDS instructors will pay special attention and grade accordingly (sloppy interview attire, interview on bed, pillow in lap, will not be allowed). The grading rubric will have ten additional points to evaluate business casual attire and an appropriate online setting. This is a Microsoft Teams mock interview (it is recorded for grading) and this improvement will emphasize a higher level of professionalism.