

Assessment Cycle 2023 - 2024

Program: Bachelor of Arts in Liberal Arts (220)

College of Arts and Sciences

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Date: 06/07/2024

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Date: 06/12/2024

Northwestern 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.

Bachelor of Arts in Liberal Arts Program Mission Statement: Recognizing the value of special programs for students with unusual backgrounds and abilities, this 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 BALA 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 a Bachelor of Liberal Arts (BALA) degree are factored into, as appropriate, the assessment of student learning outcomes.

Student Learning Outcomes: Bachelor of Arts in Liberal Arts

SLO 1. Students will demonstrate appropriate writing skills.

Course Map: Tied to course syllabus objectives

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

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

Measure 1.1 (Direct – knowledge)

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

Acceptable Target: Ninety percent (90%) of students earn a 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 as 15/16 (93%) students earned the target score on the final resume submission. The AC 2022-2023 percentage is attributed to more stringent grading of the first draft of the students' resumes as well as additional instructional access/support and resources. The IDS course steward and instructors added a recording (video) of resume writing to help drive improvement, and students indicated that this resource helped them complete the assignment.

Based on the results analysis of AC 2022-2023, the course steward and instructors implemented the following changes in AC 2023-2024 by enhancing the quality of the

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submissions. The instructors 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. The students still struggled with grammar and spelling errors in their assignments.

As a result of these changes, in AC 2023-2024, the target was met, with 17 of 17 students (100%) scoring 75% or higher on the assessed assignments.

Decision: In AC 2023-2024, the target was met. Based on AC 2023-2024 results analysis, the following changes will be made to drive improvement in AC 2024-2025. The grading rubric will be revised to include a couple of additional terms and conditions to include three or more spelling and grammar mistakes on the final resume, which will require (1) resubmission and (2) an automatic 15-point deduction on this 40-point assignment.

Measure 1.2 (Direct – knowledge)

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

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 (91%) regarding the construction of a cover letter. The course steward worked with instructors and provided a recorded lecture on cover letter writing to serve as an additional resource for all students. However, there was room for improvement. The students still struggled with the proper format for cover letters.

Based on the AC 2022-2023 results analysis, the course steward and instructors implemented the following changes in AC 2023-2024. The students were required to submit a first draft in which they clearly stated the position title they were applying for (as opposed to often generated generic letters). Additionally, the assignment required that the advertised position the student applied for be posted/supplied on the next page, which eliminated students applying for non-advertised jobs. The students still struggled with producing quality cover letters.

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As a result of these changes, in AC 2023-2024, the target was met with 17 of 17 students (100%) scoring 75% or higher on the assessed assignments.

Decision: In AC 2023-2024 the target was met. Based on the analysis of the AC 2023-2024 results, in AC 2024-2025, the course steward will drive continuous improvement. The AC 2024-2025 cover letter grading rubric will have a new condition of three or more spelling and grammar errors, which 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.

Acceptable Target: Ninety percent (90%) of students earn a score of 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 (90%).

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, with 16 of the 16 (100%) students earning at least 40/50 total points on the assessed assignments. The decision to fully align the AC 2021-2022 single measure (3.1) into three separate measures for AC 2022-2023 (3.1, 3.2, and 3.3) proved to be successful.

Based on the AC 2022-2023 results analysis, the course steward and instructors implemented the following changes in AC 2023-2024. To enhance the quality of the assignment, the 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. This edit reflected a change in the rubric, and the target was increased. The target will now reflect “90% (formerly 80%) of students earned a score of 80% or higher on the assignments assessed using an established rubric.” Students still struggled with turning in the first paragraph, which included the three soft skills needed to solidify a sound paper early on.

As a result of these changes, in AC 2023-2024, the target was met (17/17 students = 100%).

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Decision: In AC 2023-2024, the target was met as 100% of all students earned the target score. Based on the analysis of AC 2023-2024 results, in AC 2024- 2025, the course steward and instructors will drive improvement by requiring all students to submit an earlier, mandatory assignment of their first paragraph of the paper in which they introduce the three soft skills. The instructor will reiterate the importance of this early assignment in the assignment instructions. This effort will inform the student that completing the first paragraph and getting feedback from the instructor will make the construction of the entire paper concise with fewer difficulties. This edit will be reflected in an adjustment to the grading rubric and the assignment instructions. In addition, the instructors will review the first paragraph to ensure that the students have a successful start. The target will increase to 95%.

SLO 2. Students will demonstrate critical thinking skills.

Course Map: Tied to the course syllabus objectives

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

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

Measure 2.1. (Direct – Skill) IDS 4020

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

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 (13/16 or 81%). Based upon a summer 2022 decision to align both BA LA and BGS degree programs' student outcomes, more assessment data has been used to assess critical thinking. Instructors have reinforced all forum posts to meet the following requirements: a minimum word requirement, proper organization, and a concise post. Instructors also reinforced that students had to respond to posts from two other students.

Based on the AC 2022-2023 results analysis, the course steward and instructors

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implemented the following changes in AC 2023-2024. The course steward and instructors required that forum posts must 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. The students still struggled with following instructions for the forum posts.

As a result of these changes, in AC 2023-2024, the target was not met (13/17 students = 76%).

Decision: In AC 2023-2024, the target was not met. 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) there must be a response to at least two other student's 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 to drive home the importance of these three discussion board assignments. 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 / Ability)

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

Acceptable Target: Eighty percent (80%) 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 met as 13/16 students (81%) scored 16/20 total points on their respective soft skills discussion board assignment. Based upon the Summer 2022 decision to align both BA LA and BGS degree program student outcomes, more data was used to assess critical thinking.

Based on the AC 2022-2023 results analysis, the course steward and instructors implemented the following changes in AC 2023-2024. A decision was made based on the

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data to drop the acceptable target from 90% to 80%, but the target was still not met. 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. The students struggled with completing the forum posts within the required parameters.

As a result of these changes in AC 2023-2024, the target was not met (11/17 students = 65%).

Decision: In AC 2023-2024, the target was not met. 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) there must be a response to at least two other student's 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 to drive home the importance of these three discussion board assignments. These actions will benefit the students by requiring them to complete the posts accurately, thus fully engaging in the assignment.

Measure 2.3 (Direct – Skill / Ability)

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.

Acceptable Target: All students will produce a score of 25/30 points, earning at least eighty-five percent (85%).

Ideal Target: All students will pass the assessments with a score of at least eighty-five percent (85%).

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 15/16 (93.75%) students who scored 24/30 total points on their final reflective essay. Based upon the Summer 2022 decision to align both BA LA and BGS degree program student learning outcomes, more data was used to assess critical thinking.

Based on the AC 2022-2023 results analysis, the course steward and instructors

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implemented the following changes in AC 2023-2024 due to the need for additional student feedback on the reflection. The course steward made a few modifications to enhance student learning. Students addressed the three significant lessons learned from their capstone experience (which differed from last year, which was one lesson learned). Additionally, the students had to describe one area/topic the instructor should expand on.

As a result of these changes in AC 2023-2024, the target was met (17/17 students = 100%).

Decision: In AC 2023-24, the target was met (100%). Based on the analysis of these results, in AC 2024-2025, the course steward and instructors will drive improvement using the same assignment delivery format, address the need for additional student feedback (requiring 3 lessons learned), and keep the final reflection assignment mandatory. Additionally, the course steward will increase the target to 100% (or greater than 24/30 points or 80%). The student feedback regarding one area/topic the instructor could expand on will benefit future classes/students in that instructors will make directions clearer for the students.

SLO 3. Students will identify potential career opportunities.

Course Map: Tied to the course syllabus objectives.

IDS 4030: Career Readiness / Senior Seminar

Measure 3.1. (Direct – knowledge)

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

Acceptable Target: Eighty-five percent 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

Findings: Target was not met

Analysis: In AC 2022-2023, the target was met with 94% (15/16) of assessed BA LA students successfully identifying relevant career networking agencies via their IDS 4030 class assignment with a score of 85% (or higher). The assignment was more relevant to all students by including both “pursue a graduate degree” and/or “researching various

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agencies.”

Based on the AC 2022-2023 results analysis, the course steward and instructors implemented the following changes in AC 2023-2024. Students struggled with providing a point of contact for the network assignment. Instructors explained the use of a point of contact and how necessary this information is in the “real” world. Many students have been too vague and listed “attention Human Resources.”

As a result of these changes, in AC 2023-2024, the target was not met (14/17 students = 82%)..

Decision: In 2023-2024, the target was not met (82%). Based on the AC 2023-2024 results, in AC 2024-2025, the course steward and instructors will implement the following to drive improvement. The students providing a point of contact for the network assignment will better drive improvement, measures, and data. The faculty will tailor the career network assignment directions. All students must identify a specific point of contact (first name, last name, and job title). 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.

Measure 3.2. (Direct -knowledge)

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

Acceptable Target: Eighty-five percent (85%) 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

Key/Responsible Personnel: IDS 4030 faculty member

Findings: Target was met

Analysis: In AC 2022-23, the target was met at 94%. The course steward assigned the interview 3-4 weeks in advance. Each student was required to email the instructor at least one week in advance to approve of the interview and what the career (or graduate program) was. Students waited and often procrastinated until the last day to complete this project.

Based on the AC 2022-2023 results analysis, the course steward and instructors implemented the following changes in AC 2023-2024. Assigning the interview 3-4 weeks in advance and having the student email the instructor with an interview plan resulted in

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this cohort of students seeing greater success in reaching the targets. Students struggled with seeing the early instructions.

As a result of these changes in AC 2023-2024, the target was met (17/17 students = 100%).

Decision: In AC 2023-2024, the target was met (100%). Based on the AC 2023-2024 result analysis, in AC 2024-2025, the course steward and instructors will make the following changes to drive the cycle of improvement. Instructors will require specificity to be added 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 will provide clarity of the early instructions, providing another area of the assignment instructions to be seen. This effort will drive the importance of the interview to the students so that they will complete the interview accurately.

Measure 3.3 (Direct – knowledge)

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

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.

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 at 100% (16/16). Several sample mock interviews were recorded and provided to showcase verbal and non-verbal communication.

Based on the AC 2022-2023 results analysis, the course steward and instructors implemented the following changes in AC 2023-2024. Students partnered with peers who had similar career or graduate school interests and actively engaged, listened, and mentored each other through the mock interview process. Students took turns in both roles of interviewer and interviewee. The students struggled with professional attire and proper background environments while conducting the mock interviews.

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As a result of these changes in AC 2023-2024, the target was met (17/17 students = 100%).

Decision: In AC 2023-2024, the target was met. Based on the analysis of AC 2023-2024 results, in AC 2024-2025, several changes will be made to drive continuous improvement. The IDS instructors will pay special attention and grade accordingly (sloppy interview attire, interview on the bed, pillow in lap, etc.) to address the proper professional dress and background. 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:

- In Measure 1.1, the instructors 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. The students still struggled with grammar and spelling errors in their assignments.
- In Measure 1.2, the students were required to submit a first draft in which they clearly stated the position title they were applying for (as opposed to often generated generic letters). Additionally, the assignment required that the advertised position the student applied for be posted/supplied on the next page, which eliminated students applying for non-advertised jobs. The students still struggled with producing quality cover letters.
- In Measure 1.3, the 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. This edit reflected a change in the rubric, and the target was increased. The target will now reflect “90% (formerly 80%) of students earned a score of 80% or higher on the assignments assessed using an established rubric.” Students still struggled with turning in the first paragraph, which included the three soft skills needed to solidify a sound paper early on.
- In Measure 2.1, the course steward and instructors required that forum posts must 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 student’s posts. The students still struggled with following instructions for the forum posts.
- In Measure 2.2, the course steward and instructors implemented the following changes in AC 2023-2024. A decision was made based on the data to drop the acceptable target from 90% to 80%, but the target was still not met. The course

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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. The students struggled with completing the forum posts within the required parameters.

- In Measure 2.3, the course steward and instructors implemented the following changes in AC 2023-2024 due to the need for additional student feedback on the reflection. The course steward made a few modifications to enhance student learning. Students addressed the three significant lessons learned from their capstone experience (which differed from last year, which was one lesson learned). Additionally, the students had to describe one area/topic the instructor should expand on.
- In Measure 3.1, Students struggled with providing a point of contact for the network assignment. Instructors explained the use for a point of contact and how necessary this information is in the "real" world. Many students have been too vague and listed "attention Human Resources."
- In Measure 3.2, Assigning the interview 3-4 weeks in advance and having the student email the instructor with an interview plan resulted in this cohort of students seeing greater success in reaching the targets. Students struggled with seeing the early instructions.
- In Measure 3.3, Students partnered with peers who had similar career or graduate school interests and actively engaged, listened, and mentored each other through the mock interview process. Students took turns in both roles of interviewer and interviewee. The students struggled with professional attire and proper background environments while conducting the mock interviews.

Plan of Action Moving Forward:

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

- In Measure 1.1, The grading rubric will be revised to include a couple of additional terms and conditions to include three or more spelling and grammar mistakes on the final resume, which will require (1) resubmission and (2) an automatic 15-point deduction on this 40-point assignment.
- In Measure 1.2, the course steward will drive continuous improvement. It was noted that students are currently able to reach the target with several spelling and grammar errors in their cover letter submissions. The AC 2024-2025 cover letter grading rubric will have a new condition of three or more spelling and grammar errors, which will require (1) resubmission and (2) an automatic 10-point

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deduction on this 25-point assignment.

- In Measure 1.3, the course steward and instructors will drive improvement by requiring all students to submit an earlier, mandatory assignment of their first paragraph of the paper in which they introduce the three soft skills. The instructor will reiterate the importance of this early assignment in the assignment instructions. This effort will inform the student that completing the first paragraph and getting feedback from the instructor will make the construction of the entire paper concise with fewer difficulties. This edit will be reflected in an adjustment to the grading rubric and the assignment instructions. In addition, the instructors will review the first paragraph to ensure that the students have a successful start. The target will increase to 95%.
- In Measure 2.1, 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) there must be a response to at least two other student's 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 to drive home the importance of these three discussion board assignments. These actions will benefit the students by requiring them to complete the posts accurately, thus fully engaging in the assignment.
- In Measure 2.2, 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) there must be a response to at least two other student's 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 to drive home the importance of these three discussion board assignments. These actions will benefit the students by requiring them to complete the posts accurately, thus fully engaging in the assignment.
- In Measure 2.3, the course steward and instructors will drive improvement using the same assignment delivery format, address the need for additional student feedback (requiring 3 lessons learned), and keep the final reflection assignment mandatory. Additionally, the course steward will increase the target to 100% (or greater than 24/30 points or 80%). The student feedback regarding one area/topic the instructor could expand on will benefit future classes/students in that instructors will make directions clearer for the students.
- In Measure 3.1, the course steward and instructors will implement the following to drive improvement. The students providing a point of contact for the network assignment will better drive improvement, measures, and data. The faculty will

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tailor the career network assignment directions. All students must (1) identify a specific point of contact (first name, last name, and job title). 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 make the following changes to drive the cycle of improvement. Instructors will require specificity to be added 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 will provide clarity of the early instructions, providing another area of the assignment instructions to be seen. 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 the bed, pillow in lap, etc.) to address the proper professional dress and background. 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.