**2010 Spring E&M Update**

Preliminary Report (Vicki Baker: March 17, 2010)

Since the posting of the final report last semester, E&M has addressed (or begun to address) each of the 3 points noted above.  Below, I will provide an update of where we stand on each of these fronts:

(1) E&M Emphases:

As noted, the emphases were approved and we are now including this information on our E&M web page.  The web site notes "In addition to our traditional 8-unit E&M Major, we now offer five versions of a 10-unit E&M major with emphasis in: Accounting, Economics, Finance, General Business, & Human Resources."  We believe that these efforts will appeal to prospective students and improve the ease with which we can assess our student learning outcomes given the specificity with these new emphases. It also helps us improve our direct measures of assessment (an issue we face/to address the feedback from the committee) in terms of grad school placements, employment rates, etc. so we can see how effective our emphases are in training/preparing students in these specific areas and their subsequent placement in these fields.  Given these emphases are new (and we are "grandfathering" students in) we will not be able to use these directs measures immediately, but we will be able to do so soon.

(2) Alumni Survey - this is an area where we have not made much progress.  During the month of April, we will compile an alumni survey and send it out electronically to alumni that are 3 & 5 years beyond graduation (likely in May - June). During the summer, Vicki (and perhaps a student intern) will manage the administration and subsequent data collection and analysis efforts. By the final report of the semester we can certainly have a copy of the alumni survey ready to share with the assessment committee.

(3) Grading Rubric - we are in the process of developing a common (e.g., departmental) presentation rubric to maintain a level of consistency when grading/providing feedback to students to ensure a satisfactory level of presentations skills.  To date, we have 3 common areas that we believe are important to include as part of the rubric:

***Presentation Structure***

   This broad category includes the following ideas:

* Does/do presenter(s) capture audiences' attention by providing an overview of the presentation (e.g., purpose of presentation, highlighting key points to be discussed, defining key terms and ideas so as not to assume the audience is familiar with the topic, etc).
* Does/do presenter(s) provide a summary at the end of the presentation as a way of brining the presentation to a close, highlighting the key messages/take-a-ways).
* Does the presentation progress in a clear and coherent manner (e.g., each idea building on the previous one).
* Do the presenters include headings or other mechanisms to indicate to the audience a change in topic or idea?

***Presentation Skills***

This broad category includes the following ideas:

* Do presenters speak clearly and loudly enough to keep the audiences' attention?
* Do presenters maintain eye contact with the audience (rather than stare at the ppt. slides or rely on notes too much throughout)?
* Do presenters appear prepared (e.g., little to no reliance on notes, rather the presenters appear comfortable and knowledgable about the topic)?
* Presenters avoid the use of "um's", "like", "ok" throughout and maintain a consistent flow individually as well as among and between presenters.
* Do presenters confidently and appropriately handle Q&A while engaging the audience?
* Is the ppt. presentation easy to read, too text heavy/not enough information, did presenters run over/under timing-wise, etc.

***Content***

This broad category includes the following ideas:

* Do presenter(s) address the key points of the assignment?
* Do presenter(s) cover the content required by the assignment? In other words, did presenters complete the assignment?

 Each E&M faculty may choose to include additional categories on an individual basis, however, we believe these broad categories emcompass what is currently being done in our department but in a less transparent and consistent way. At the end of the semester, the faculty who teach courses that require presentations will meet to review the effectiveness of the rubric and we will save copies of the grading rubrics so that we may identify areas of weakness in students' presentation skills so that we may work on those areas specifically as part of students' presentation experiences. This will also serve as a direct measure of assessment.