Literacy Assessment
Collection of Evidence – Plan and Execution for Seniors

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3/11/13
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Glen Firns
A. Evidence Collection Approach for 2012-2013 Assessment Cycle (Fall Collection)

- Deploy prompt to all *Seniors* enrolled in specific *Writing Composition* courses.
- The assignment will be delivered through a *faux course* created in Blackboard.
- The essay will not be part of the student’s grade.
- Prompt will be deployed via a BB *Learn* assignment.
- Assignment will be completed outside of class.
- Identifying Seniors
  - Our first approach was to target students who had filed an intent to Graduate in the Fall or the Spring. Unfortunately many seniors had not yet filed so our student population would have been unacceptably low.
  - The approach chosen was to target students whose enrollment is at a level greater than 6 semesters. This enrollment number matched our population expectation.

B. **Requirements** for using Blackboard to perform the Collection of Evidence

**Deploying an Assignment**

1. Deploy an assignment to Seniors students enrolled in specific *Writing Composition* courses sections. Align the assignment to the appropriate Outcomes goal in order to allow Outcomes to collect this evidence.
2. We need the ability to deploy the assignment centrally – meaning that course educators themselves will not be responsible for deploying the assignment.
3. The faux course being created in Blackboard will display on the student’s home page in Blackboard in the My Courses section, indicating they are enrolled in this faux course.

![My Courses](image)

4. The assignment will be associated to the *faux course*. The assignment will not be associated with student’s actual Writing Composition course.
5. The student’s Writing Composition course educator will be engaged to inform their students of the presence of the faux course that they have been “enrolled” in, and the assignment that is due.

**Collection of Evidence**

1. Ability to create an Evidence Assessment Project that can “see” and collect evidence of learning from the faux course and the assignments that is deployed.
2. The Evidence Assessment Project and its associated evidence collection must live in a hierarchical location in Outcomes that facilitates this.
3. The hierarchy must enable an Assessment coordinator the ability to collect evidence:
   a. from a deployed assignment – as defined above
   b. from *other units* within the university – when necessary
4. This requirement can be met if we treat General Education Assessment as a Program at the University Level – a level higher than School units.
C. Approach for the Deployment of the Prompt

- Seniors who have signed up for specific **Writing Composition** courses will receive this year’s Literacy prompt.
- Targeted **Writing Composition** Course Sections

<table>
<thead>
<tr>
<th>Writing Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>L13 E Comp 309</td>
<td>01  Writing the Natural World</td>
</tr>
<tr>
<td>L13 E Comp 311</td>
<td>01  EXPOSITION</td>
</tr>
<tr>
<td>L13 E Comp 311</td>
<td>02  EXPOSITION</td>
</tr>
<tr>
<td>L13 E Comp 311</td>
<td>03  EXPOSITION</td>
</tr>
<tr>
<td>L13 E Comp 311</td>
<td>04  EXPOSITION</td>
</tr>
<tr>
<td>L13 E Comp 311</td>
<td>05  EXPOSITION</td>
</tr>
<tr>
<td>L13 E Comp 312</td>
<td>01  Exposition: Writing and Medicine</td>
</tr>
<tr>
<td>L13 E Comp 312</td>
<td>02  ARGUMENTATION</td>
</tr>
<tr>
<td>L13 E Comp 312</td>
<td>03  ARGUMENTATION</td>
</tr>
<tr>
<td>L13 E Comp 312</td>
<td>04  ARGUMENTATION</td>
</tr>
<tr>
<td>L13 E Comp 312</td>
<td>05  ARGUMENTATION</td>
</tr>
<tr>
<td>L13 E Comp 312</td>
<td>06  ARGUMENTATION</td>
</tr>
<tr>
<td>L13 E Comp 312</td>
<td>07  ARGUMENTATION</td>
</tr>
<tr>
<td>L13 E Comp 312</td>
<td>08  ARGUMENTATION</td>
</tr>
<tr>
<td>L13 E Comp 314</td>
<td>01  Topics in Composition: Exploring Cultural Identity in Writing</td>
</tr>
</tbody>
</table>

- Students enrolled in these course whose enrollment is at a level greater than 6 semesters will be enrolled in the **faux** Blackboard course.
- The deployment will be delivered through a **faux** course that will be setup by IS&T.

  **Course:** FL2012.L59.WRIT.GEDLIT.S – General Education Literacy Fall 2012 – Upper-Division

- The assignment will need to be built into the faux course (Assessment Coordinator with the assistance from the Teaching Center). The assignment will not be part of the student’s grade.
- The deployment of the prompt to students will be handled via the Blackboard Learn system through use of the faux course (Assessment Coordinator, Teaching Center, IS&T).
- Assessment Coordinator will approach the **Writing Composition** educators - for the purpose of enlisting their help in socializing to their students of this assessment prompt (assignment will appear in Blackboard as a course listing that the student did not sign up for).

- Instructor Communications
  Develop an official communication to be given to all instructors.
  - Student Communications
  Develop a communication to be sent directly to each of the student, informing them of what, why, when, and what to do if they have **questions** about this assignment. Including:
    - Include screen shots depicting the Blackboard faux course so the student knows what to expect
    - Directs the student appropriately if they have questions regarding Blackboard, or regarding the prompt itself

- Students will work on the assignment **outside** of classroom.
- It is advisable to have a few students pilot the “student experience” before deploying the assignment to the masses in order to validate that the assignment is setup correctly, and that the student communications accurately match to the assignment.
D. Steps for Deployment of the Prompt (Milestones for Assessment Coordinator, Teaching Center, IS&T)

1. Identify courses and students who will be involved in the assessment cycle
2. Identify which days the assessment assignment will need to be available to students
3. Inform Student Technology Services (STS) of the assessment window (for phone support)
4. Setup Faux Assessment Course in BB Learn system (IS&T creates course using the Web Admin Tool)
5. Set course to be unavailable to students in BB Learn system
6. Enroll students in the Faux Course in the BB Learn system
   IS&T - Identify all students enrolled in the 16 Writing Composition courses whose enrollment is at a level greater than 6 semesters and enroll them into the faux Blackboard course in BB Learn system.
7. Create Course and student enrollments in the BB Outcomes system
8. Create Evidence Assessment Project in BB Outcomes system
9. Load/prepare/build the assignment into the BB Learn system
10. Set course to be available to Students in the BB Learn system
11. Prepare/finalize Faculty communications
12. Prepare/finalize Student communications
13. Prepare/finalize student “How to” Guide for navigating the assignment in Blackboard
15. Communicate Assessment to Faculty
   Discuss assessment, its importance, the faculty member’s role in the process, and how they can communicate this information to their students.
16. Faculty of each of the university courses communicates information regarding the assessment to their students, its importance, and the timeframe
17. Assessment Coordinator send students a direct communication informing them of the Assessment, and its importance
18. Deliver Course assignment to Students
19. Send Communication to Students informing them the assignment is available
20. Monitor Evidence Assessment in Blackboard Outcomes to ensure a successful collection of Evidence
21. Send periodic communications to students reminding them to complete the assignment
22. Solicit the help of the Faculty to remind student’s to complete the assignment
23. Close the Assignment (set the course to be unavailable to students)
24. Thank faculty and students for their participation
### E. General Education Literacy Assessment Roadmap – Blackboard Outcomes Setup Milestones

<table>
<thead>
<tr>
<th>Task</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Unit Goals</td>
<td>Completed</td>
</tr>
<tr>
<td>Create Improvement Initiative</td>
<td>Completed</td>
</tr>
<tr>
<td>Create Improvement Project</td>
<td>Completed</td>
</tr>
<tr>
<td>Align Improvement Project Objectives to Unit Goals</td>
<td>Completed</td>
</tr>
<tr>
<td>Define Measures</td>
<td>Completed</td>
</tr>
<tr>
<td>Create Course Assignment &amp; Align to Unit Goals</td>
<td>Completed</td>
</tr>
<tr>
<td>Create Rubrics &amp; Align to Unit Goals</td>
<td>WIP</td>
</tr>
<tr>
<td>Deliver Course Assignment/Prompt to Students</td>
<td>Completed</td>
</tr>
<tr>
<td>Create Evidence Assessment Project</td>
<td>Completed</td>
</tr>
<tr>
<td>Initiate Evidence Collection</td>
<td>Completed</td>
</tr>
<tr>
<td>Sample the Evidence Collection</td>
<td>Not started</td>
</tr>
<tr>
<td>Create Evaluation Sessions</td>
<td>Not started</td>
</tr>
<tr>
<td>Evaluators Evaluate Assignments</td>
<td>Not started</td>
</tr>
<tr>
<td>Review Assessment Project Results</td>
<td>Not started</td>
</tr>
<tr>
<td>Summarize Findings</td>
<td>Not started</td>
</tr>
</tbody>
</table>
F. Communications
   a) Instructor Communications

Instructor Communication - 1

Message conveyed to Instructors to prepare them for the upcoming Assessment Assignment.

Letter to Writing 1 instructors distributed at first staff meeting of the semester:

Instructors

As of this fall, University Assessment of general literacy, though it remains required by members of your class, will no longer be administered during class time. Instead, students will be asked to complete the assignment online through Blackboard (bb.wustl.edu), which has replaced Telesis.

We still need your help, however, to ensure a successful deployment of this new online version. Firstly, it is up to you to impress on your students the important role that university assessment plays in university accreditation. Without serious effort the assessment and WU’s accreditation efforts are compromised. Your projected confidence in the role of your class in assessment will be crucial. Second, because the assessment will not be taken in class nor by all classmates (only those at level 7 and above) nor read and assessed by you, you will have to adjust how you have spoken about and graded the assessment in the past.

I am suggesting that you tell all students level 7 and above that they are required to take the assessment, that it is integral to the our writing curriculum and that you will assess a penalty (10% is fine if that stays consistent with the wording of your syllabus) for those who do not complete the assignment in the window of time provided. Those in your class, level 6 and below are exempt from this assessment. I will be able to monitor who has completed it, and I will report back to you about this. Students will have from 9:00AM Monday, November 26 to midnight on Friday, November 30 to log on to blackboard and complete the assessment in an hour. (Please make allowances in terms of homework so that they have time.)

The Assessment Committee has set up everything in Blackboard, and I will communicate directly with all students concerning what to expect, and when & how to complete the assessment. Your role in this process is simple but crucial. Because successful essays are typically reflective of how the instructor pitches the assessment to students, I ask only two things:

1) Please make the following announcement to students level 7 and above at an appropriate time during class the Monday or Tuesday before Thanksgiving:

   “Next week you will be asked to take part in Washington University’s 2012 Literacy Assessment by completing a short essay in response to a common prompt. All students (level 7 and above) enrolled in upper-division English writing intensive courses are required to complete this assignment, which will be administered online through Blackboard (bb.wustl.edu). You will soon receive an email from the University Assessment Coordinator explaining how to find and complete the assignment, which will appear on your Blackboard page at 9 a.m. on Monday, November 26. That same day, you will receive an email alerting you that the assignment is
available. You will have until midnight on Friday, November 30 to complete this assignment. We ask that you engage earnestly but spend no more than one hour on it, and submit work that is your own, in accordance with Wash U’s academic integrity policy.”

(Here is some additional information in case students raise questions about the purpose and general procedure of the University Assessment.)

“Washington University takes its responsibility to students, and the development and assessment of its curriculum, very seriously. The University assesses students’ writing, quantitative reasoning, and critical skills early in their study and then again as they near the end of their studies at the university. The essay you write next week will concern your writing and critical thinking skills and may be shared with the University Assessment Committee (UAC), whose job it is to oversee assessment and accreditation, as well as with other departments on campus. All essays reviewed by the university are handled confidentially.”

2) Offer to field any questions concerning the University Assessment prompt once they read it.

The online assessment has been designed to be straightforward, but inevitably students will raise questions. These might include:

Q: Can I use outside research for this?
A: You’re not prohibited, but you don’t need to. Remember you only need to spend one hour on this essay.

Q: Is it alright if I type my essay in Word document and attach it?
A: ABSOLUTELY NOT! Please just type in the “Submissions” box as instructed.

Q: I don’t know what the prompt/article means by xyz...
A: Just do what you can. It will be fine!

The answer to this third question will be the answer to almost all questions. If they ask you about tech stuff related to Blackboard, just direct them to student technology services (sts.wustl.edu or 935-7100).

In the accompanying attachment, you’ll find the following – a simple “how to” guide, the university prompt itself, and a WSJ article along with some demographic data that students will read before responding to the prompt. Please don’t distribute any of this to your students! I’m only providing it so you know what to expect and have the material in case any questions arise. I will e-mail students this material directly.

I can’t thank you enough for your help with this. I realize that you’re being put in a slightly awkward spot since the assessment has little to do with your course assignments, but it is quite important to the university, so please put on your best “official” voice and impress upon your students how vital it is that they 1) take it and 2) take it seriously. If you have further questions about any of this, please don’t hesitate to contact me.

Sincerely,

Chuck Sweetman

b) Student Communications
Student Communication - 1
Message read by Instructors to their students during class, describing the Assessment Assignment.

Communication Included:
Purpose of the Literacy Assessment
Assignment timeline overview

Context of the Communication:
To be read by instructors to their students:

1) Please make the following announcement to students level 7 and above at an appropriate time during class the Monday or Tuesday before Thanksgiving:

“Next week you will be asked to take part in Washington University’s 2012 Literacy Assessment by completing a short essay in response to a common prompt. All students (level 7 and above) enrolled in upper-division English writing intensive courses are required to complete this assignment, which will be administered online through Blackboard (bb.wustl.edu). You will soon receive an email from the University Assessment Coordinator explaining how to find and complete the assignment, which will appear on your Blackboard page at 9 a.m. on Monday, November 26. That same day, you will receive an email alerting you that the assignment is available. You will have until midnight on Friday, November 30 to complete this assignment. We ask that you engage earnestly but spend no more than one hour on it, and submit work that is your own, in accordance with Wash U’s academic integrity policy.”

(Here is some additional information in case students raise questions about the purpose and general procedure of the University Assessment.)

“Washington University takes its responsibility to students, and the development and assessment of its curriculum, very seriously. The University assesses students’ writing, quantitative reasoning, and critical skills early in their study and then again as they near the end of their studies at the university. The essay you write next week will concern your writing and critical thinking skills and may be shared with the University Assessment Committee (UAC), whose job it is to oversee assessment and accreditation, as well as with other departments on campus. All essays reviewed by the university are handled confidentially.”
Student Communication - 2
Communication sent to directly to students via email after their Instructor read Student Communication - 1 to their in class.

Communication Included:
Assignment Timeline
Assignment Background
How to submit the assignment and the format to be used
Who to contact in case of questions regarding the actual assignment
Note to students to save their work periodically
Attachment: Blackboard Instructions for University Assessment

Context of the Communication:

From: Charles Patrick Sweetman [mailto:cpsweetm@wustl.edu]
Sent: Tuesday, November 20, 2012 2:37 PM
Subject: FL2012.L59.WRIT.GEDLIT.S.Merge: University Assessment - Required, please read

Dear student,

Thank you in advance for taking part in the 2012 Washington University Literacy Assessment. This is a required component for experienced students in the English writing intensive course. This week your instructor read you a message concerning the assessment’s importance to our university’s accreditation process and curriculum evaluation. With your help, Washington University will continue to improve its curriculum and better serve its students for years to come.

The University Assessment assignment is not yet available for you to complete. On Monday, November 26, you will receive a notification email alerting you that the "Upper Division Literacy Assessment - Fall 2012" prompt has appeared on your Blackboard homepage (bb.wustl.edu). Once you receive that notification, you will be able to complete the assignment. At midnight on Friday, November 3" the link will disappear from your Blackboard page. Therefore, it is imperative that you complete the assignment during this time frame.

Don't worry if you are unfamiliar with Blackboard. I have attached a detailed set of instructions with this email that you can review before you complete the assignment. The steps in this process are simple, but if you have any questions about Blackboard, please contact Student Technology Services (sts.wustl.edu or 935-7100). I encourage you to visit your Blackboard page (log in with your wustl key) before Monday so that you're familiar with it.

The assignment itself is straightforward -- you will read a short article, then write an essay that responds to its arguments & content. We ask that you take only one hour to complete this assignment. That means you should treat it as an essay you would write in class. You needn't conduct any research or spend more than one hour considering the prompt and writing the essay. Your response will be
confidential. If you have any questions about the prompt itself, please contact your writing instructor.

Three very important considerations --

1) While completing your assignment in Blackboard, you should periodically save your work (see attached Blackboard instructions) in order to prevent any system errors causing a loss of work.

2) Please compose your essay in the "Submissions" box only (see attached Blackboard instructions). DO NOT compose your essay in Microsoft Word and attach it as a file.

3) You are obligated to write this essay yourself and should not receive outside help of any kind. All work that you submit under your name must be yours, and representing someone else's work as your own is a violation of academic integrity. Please consult Course Listings or Bearings for the University's policy on academic integrity.

The next communication you will receive from me will arrive Monday, November 30, to alert you that the University Assessment assignment is available on Blackboard. Thank you once again for your role in the 2012 Washington University Literacy Assessment.

Chuck Sweetman
University Assessment Coordinator
Senior Lecturer, English
Washington University.
Student Communication - 3
Communication sent to students reminding them of assignment deadline.

Communication Included:
Reminder of assignment deadline
Who to contact in case of questions
Attachment: Blackboard Instructions for University Assessment

Context of the Communication:

From: Charles Patrick Sweetman [mailto:cpsweetm@wustl.edu]
Sent: Thursday, November 29, 2012 5:24 PM
Subject: FL2012.L59.WRIT.GEDLIT.S.Merge: University Assessment - Deadline approaching

Hello again,

I wanted to remind you that you have until Midnight tomorrow to complete the university assessment required as part of your Writing Intensive Course. As of midnight Friday, blackboard will close, and a report will be sent to your writing instructor on the status of your completion.

It will be essential for you and for your instructor to have 100% participation.

I have attached a file to this email that includes detailed instructions on how to find and complete the University Assessment. If you have further questions about Blackboard, contact Student Technology Services (sts.wustl.edu or 935-7100). If you have further questions about the prompt, contact your course instructor.

Thank you for your assistance on this crucial aspect of WU’s accreditation,

Chuck Sweetman, Ph.D., Senior Lecturer
Coordinator, University Assessment
Student Communication - 4

Thank you note sent to students to thank them for their participation in the Assessment Process.

Communication Included:

Thank you

Context of the Communication:

From: Charles Patrick Sweetman [mailto:cpsweetm@wustl.edu]
Sent: Friday, December 07, 2012 3:21 PM
Subject: FL2012.L59.WRIT.GEDLIT.S.Merge: University Assessment - Thank you

Dear Students,
On behalf of the University and especially the University Assessment Committee I want to extend you sincere thanks for participating in the upper division literacy assessment. We hope to publish the general trends after the reading period, but for now I can say that we are grateful for your good will toward the exam and the process of assessment that remains an important component of Washington University’s accreditation.

Good luck with finals and have a happy break!

Sincerely,
Chuck Sweetman, Ph.D.
Coordinator of University Assessment--Literacy
G. Blackboard Instructions for University Assessment – Sent to Students

Students were not trained in the use of BB but given this set of Instructions to assist them.

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### General Education Literacy Fall 2012

#### Student Instructions

<table>
<thead>
<tr>
<th>What you will do:</th>
<th>What You Will See:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Log into Blackboard <a href="https://bb.wustl.edu">https://bb.wustl.edu</a>, using your WUSTL Key and WUSTL Key password. (Chrome or Firefox web browsers are recommended.)</td>
<td>![Image](Step 2.png)</td>
</tr>
<tr>
<td>2. Click on the course titled “General Education Literacy Fall 2012 – Upper Division” under “My Courses.”</td>
<td>![Image](Step 3.png)</td>
</tr>
<tr>
<td>3. The Literacy Assessment assignment will appear.</td>
<td>![Image](Step 4.png)</td>
</tr>
<tr>
<td>4. Read the entire page carefully to get an understanding of this assessment and the assignment.</td>
<td>![Image](Step 5.png)</td>
</tr>
<tr>
<td>5. Click on the “Upper-Division Literacy Assessment – Fall 2012” link to begin.</td>
<td>![Image](Step 6.png)</td>
</tr>
<tr>
<td>6. Type your response directly into the “Submission” box.</td>
<td>![Image](Step 7.png)</td>
</tr>
<tr>
<td>7. If you need to save the assignment before submitting, click “Save as Draft”. When you are ready to submit, click “Submit”.</td>
<td>![Image](Step 8.png)</td>
</tr>
<tr>
<td>8. Your submission will appear in the “My Grades” section.</td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
- If you have questions regarding the assignment, please contact your instructor.
- If you have questions regarding the use of Blackboard, you may visit [http://libanswers.wustl.edu](http://libanswers.wustl.edu). Click on Blackboard for Students.
- If you need additional help with Blackboard, please visit Student Technology Services (located in Gregg House on the South 40), or sts.wustl.edu (click on the Blackboard link on the left).
H. Senior Prompt – Loaded into Blackboard

Literacy Assessment

Upper-Division Literacy Assessment - Fall 2012

University Assessment (2012-2013)

Washington University takes its responsibility to students, and the development and assessment of its curricula, very seriously. The University assesses students’ writing, quantitative reasoning, and critical skills early in their study and then again as they near the end of their studies at the university. The essay you write today will concern your writing and critical thinking skills and may be shared with the University Assessment Committee (UAC), whose job it is to oversee assessment and accreditation, as well as with other departments on campus. All essays reviewed by the university are handled confidentially.

Please read through the whole prompt before you begin typing, making sure to take into account all of its instructions. In reading your work, the Committee will consider how well you craft and support the claims you make, and how well you engage with evidence and audiences.

Assignment

Please read the article linked below, “How to Look and Act Like a Leader.” Then, study the accompanying demographic information about the on-line readership of The Wall Street Journal. Compose an essay that makes a claim about how the writer’s knowledge of the WSJ audience may have shaped the subject and style of her article. Support your claim by referring to specific features of the article.

HOW TO LOOK and ACT LIKE a LEADER

Visit the "Upper-Division Literacy Assessment - Fall 2012" link at the top of this page to begin.

Click on the "Upper-Division Literacy Assessment - Fall 2012" link at the top of this page to begin.

Type your response directly into the "Submission" box.

Please fill out 60 minutes to complete and submit this assignment.
How to Look and Act Like a Leader
Joann S. Lublin

From: The Wall Street Journal (online)

Savvy executives know the part, act the part and look the part. That's because they exude "executive presence," a broad term used to describe the aura of leadership.

For Janie Sharritt, now a vice president at Sara Lee Corp., an image makeover helped her gain the managerial gravitas that she needed to advance further up the ladder.

In 2005, Ms. Sharritt was a newly promoted middle manager for another consumer-products manufacturer. She preferred to wear a ponytail, scant makeup, khakis, sweaters and loafers. But by taking a "Power of Image" workshop led by image coach Jonna Martin, she got an expert makeover. Her revamped look included a sophisticated hairstyle, dressy slacks and jackets, pumps, colorful necklaces and extra makeup.

She thinks the changes boosted her self confidence, resulting in faster acceptance of her ideas by senior management. "In the past, [that quick buy-in] wasn't one of the things I was known for," says Ms. Sharritt. She joined Sara Lee four years ago.

Executives with presence act self confident, strategic, decisive and assertive, concludes a study released late last year by the Center for Work-Life Policy, a New York think tank.

Presence plays an increasingly important role as companies grapple with a weak recovery and fewer management layers. "You have less time to make that lasting impression," warns Stefanie Smith, head of Stratex Consulting, a New York coaching firm. Today, 75% of her coaching practice involves enhancing clients' presence—up from 35% in 2007.

Several big businesses, including Intel Corp. and Morgan Stanley, recently launched programs to teach ambitious staffers about executive presence. Rosalind Hudnell, Intel's chief diversity officer, says she created a "Command Presence" workshop for its rising female technical stars last year after realizing they needed extra help selling their ideas within the company. Nearly 200 women at the computer-chip maker have taken the four-hour session.

These mid-level staffers learn how to present effectively through a discussion of "constructive confrontation" and a simulated meeting with an executive audience, according to an Intel spokeswoman.

Ms. Hudnell recalls that her survival long "depended on my being able to command a room." She believes executive presence also involves the ability to command other leaders.

How can polish your presence? For starters, you should pinpoint your strengths and weaknesses. "People are blind to their biggest derailers," says Karen Kaufman, a Philadelphia executive coach.
You could glean additional clues by keeping a journal based on workplace observations of executives with authoritative presence, says James Citrin, a CEO recruiter for search firm Spencer Stuart. Imitate their behaviors "that feel comfortable and natural for you," he recommends. Mr. Citrin cites a CEO candidate he recently watched being interviewed by the board search committee at a $10-billion company. Among other things, the prospect "looked the committee members alternately straight in the eye" as he answered their questions "slowly but very clearly."

Formal assistance may make an even bigger difference. It ranges from extensive sessions with an executive coach to voice lessons, presentation training and improvisational acting classes.

Jason Bernstein retained coach Dee Soder in 2009 to bolster his presence while an executive of a midsized technology company in suburban New York. "People who don't know him can miss his high energy and drive because he has such an easygoing style," says Dr. Soder, an industrial psychologist who founded CEO Perspective Group, an executive assessment and advisory firm in New York.

To correct this misperception, Mr. Bernstein says he embraced many of her suggestions. He tried to avoid a monotone in commanding his employees, sit upright during meetings and display powerful confidence at a conference table by marking his territory with a water bottle and notebook.

Dr. Soder also urged him to wave his hand slightly rather than nod his head in agreement when someone else speaks "to show you got it," Mr. Bernstein adds.

"Nodding your head is in some ways a gesture of deference," Mr. Bernstein explains. "It was one of the toughest things I found to work on." He says the executive-presentation coaching "helped improve my performance reviews," which soon praised his board-level presentations and leadership ability.

Colleagues also notice flaws in your executive presence. But it's frequently hard to get frank feedback. "You have to take the responsibility to ask," says Gillian Christie, a managing director of a big financial-services firm. She remembers how coworkers at a prior employer only hinted about her tendency to show off during meetings because her behavior intimidated them.

Now, Ms. Christie continues, she often solicits associates' reaction following her presentations. Some reply, "You were a little off base." As a result, she tones down her strong delivery.

Intel's Ms. Hudnell finds male colleagues usually request her advice before they appear before the executive team for the first time. They want to know who will ask the toughest questions. Yet many Intel women only seek her counsel after a presentation "has not gone well," she says.

The insight inspired Ms. Hudnell to propose the presence workshop for emerging female stars. "You have to have executive presence in ways that will set you apart," she notes.
### Wall Street Journal On-line Audience

<p>| | |</p>
<table>
<thead>
<tr>
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<tr>
<td>Male / Female</td>
<td>58% / 42%</td>
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<tr>
<td>Average Age</td>
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<td>Market Value of Portfolio $500K+</td>
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Nielsen Online NetView, November 2010 – May 2011

### K. Tracking Students to Actual Instructor/Course
Spreadsheets were created to track students back to their original course/instructor. This information was used by Teaching Center to identify the Instructors of student who had not yet submitted their assignment. Instructors were given a list of their “non-compliant” students so they could take the opportunity to remind them during class to complete the assignment.

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