Assessment Retreat

Connecting the dots
Planning the Retreat

1. Schedule a mandatory retreat date
2. Find a location
3. Set the agenda

Staff preparation:
- Provide agenda
- Provide guidelines
- Materials/items to take
### Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Welcome &amp; Expectations</td>
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<tr>
<td></td>
<td>Overview of Assessment Inventory</td>
</tr>
<tr>
<td>8:30 – 9:15</td>
<td>Presentation 1: Workshops (Claudia)</td>
</tr>
<tr>
<td>9:15 – 10:00</td>
<td>Presentation 2: PCA rubric (Moises)</td>
</tr>
<tr>
<td>10:00 – 11:00</td>
<td>Presentation 3: Interviews – Employers &amp; Students (Craig/Jeannett) Information Tables – Employers (Craig/Jeannett)</td>
</tr>
<tr>
<td>11:00 – 12:00</td>
<td>Presentation 4: Internship Program – Employers &amp; Students (Nick/Gris)</td>
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<tr>
<td>12:00 – 1:00</td>
<td><strong>Lunch</strong></td>
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<tr>
<td>1:15 – 2:00</td>
<td>Presentation 5: Resource Center – Student Responses (Moises/June)</td>
</tr>
<tr>
<td>2:00 – 2:30</td>
<td>Presentation 6: Etiquette Dinner (Grace)</td>
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<tr>
<td>2:30 – 3:45</td>
<td>Presentation 7: Career Fairs (all job fair coordinators 15 min. ea.)</td>
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<tr>
<td>3:45 – 4:45</td>
<td>Effectiveness as a Department – Telling our story</td>
</tr>
<tr>
<td>4:45</td>
<td>Wrap-up</td>
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</tbody>
</table>
Presentations

Report of Previous Year

- Findings or Conclusions
- 3-year Comparison

Program Review

- Learning Outcomes
- Instrument used
## Learning Outcomes Template and Checklist

As a result of students participating in ____________________ they will be able to ____________________________

<table>
<thead>
<tr>
<th>Program</th>
<th>Is the outcome meaningful? (How does it support the department’s mission/goal)</th>
<th>Is the outcome manageable? (What is needed to foster the achievement of the outcome)</th>
<th>Is the outcome measurable? (How will you know if the outcome is achieved?)</th>
<th>Does the outcome describe what the program intends for students to know, think, or do?</th>
<th>Is the outcome detailed and specific?</th>
<th>Is the outcome a result of learning?</th>
<th>How will the student learn the desired outcome?</th>
<th>Can the outcome be used to make decisions on how to improve the program?</th>
<th>What should be added to our story from this topic?</th>
<th>NOTES</th>
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Fall 2017 Assessment Results
184 Respondents

98.9% identified appropriate table talk tactics
Question 1
Learning Outcome A

98% identified the proper attire for a professional dining experience
Question 5
Learning Outcome B

87.5% named the correct difference between Continental and American styles of eating
Question 3
Learning Outcome C

98% stated that, after attending the etiquette dinner, they felt more confident about participating in a job interview over dinner
Question 8
Learning Outcome D
Etiquette Dinner Questionnaire

1. Table Talk Tactics Include:
   A. Letting the table captain initiate the business table discussion
   B. Being fully engaged with the conversation at the table
   C. Practicing active listening
   D. Maintaining a positive tone
   E. All of the above  **CORRECT**

2. What should you do when an invitation says “RSVP”?
   A. Respond letting the host know you will be attending
   B. Respond letting the host know you will not be attending
   C. No response is needed
   D. A and B  **CORRECT**

3. One significant difference between Continental and American styles of eating is:
   A. With the American style, the fork is always held in the right hand
   B. The napkin is tucked neatly under the chin with the Continental style
   C. Wine is always served with the Continental style
   D. With the Continental style, the fork is always held in the left hand  **CORRECT**

4. In the dining etiquette tip “BMW,” what does the letter “B” represent?
   A. Beverage
   B. Bread  **CORRECT**
   C. British
   D. Beginning

5. When having dinner with a prospective employer, the appropriate attire is:
   A. Business casual
   B. Business professional  **CORRECT**
   C. Dress jeans, polo shirt, and blazer
   D. Trendy night life attire
Learning Outcomes: Etiquette Dinner (rv 1.2017)

As a result of participation in the Etiquette Dinner Program, at least 80% of the students will:

A. Identify two table talk tactics of conversation to use during a professional dinner  
B. Name the proper attire for a professional dinner  
C. Identify two styles of eating  
D. Gain greater confidence in participating in future job interviews over dinner
## Year-to-Year Comparison

<table>
<thead>
<tr>
<th>Question Assessed</th>
<th>Fall 2017</th>
<th>Spring 2017</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Respondents</td>
<td>184</td>
<td>123</td>
<td>156</td>
</tr>
<tr>
<td>Question 1: Table Talk Tactics include</td>
<td>98%</td>
<td>99%</td>
<td>99%</td>
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<tr>
<td>Question 5: When having dinner with a prospective employer, the appropriate attire is</td>
<td>98%</td>
<td>97%</td>
<td>97%</td>
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<tr>
<td>Question 3: One significant difference between Continental and American styles of eating is</td>
<td>87.5%</td>
<td>81%</td>
<td>76%</td>
</tr>
<tr>
<td>Question 8: As a result of attending the Etiquette Dinner, I feel more confident about participating in a job interview over dinner</td>
<td>98%</td>
<td>84%</td>
<td>89%</td>
</tr>
</tbody>
</table>
Etiquette Dinner  UTEPEDGE  Advantages

✓ Leadership
✓ Problem-solving
✓ Communication
✓ Entrepreneurship
✓ Social responsibility
✓ Confidence
✓ Global awareness
✓ Teamwork
✓ Critical thinking
3 Year Comparison
Analytical/Problem Solving

Student Responses

Employer Responses
• **Students who participate in an internship will:**
  
  – Learn more about their prospective field of interest, by taking their education beyond the classroom
  
  – Gain practical experience as a professional under conditions conducive to their educational development
  
  – Transform their education into meaningful work
  
  – Develop critical skills such as time and project management, communication, entrepreneurship, and problem-solving
Effectiveness as a Department – Telling our story

KEY POINTS

- Did the comparative data tell us anything
- Was there growth in student learning
- Discussed alignment with the UTEP Edge & UTEP’s mission

OUR STORY

- Points of interest
- Substantial impact/effectiveness
- Sharing the information
Wrap-up

DEADLINES

ACTION PLAN

• Update assessments in Campus Labs
• Implement changes
Questions?