5. How did you go about collecting data for your assessment project?

Methodology

6. Who responded to your assessment project?

Demographics

7. What were the results from your analysis? Results can include data findings such as:

Key Findings

Student who participated in the workshop series had a higher mean score of self-confidence than those who did not participate in the workshop series (M = 1.54, SD = 1.41) than those who did not participate in the workshop series. Two themes were identified related to conceptual knowledge and applied knowledge. 12 students (24%) demonstrated satisfactory communication skills. The results have been presented to the UTEP Division of Student Affairs for their consideration. The data were analyzed statistically using SPSS software.

The results of this assessment project will be used to improve future workshops and to evaluate the effectiveness of the workshop series. The results will be used to develop a new workshop series that will be offered to freshmen and sophomores. The results will also be used to evaluate the effectiveness of the workshop series.

10. If relevant, create a graph or table that would help communicate your findings, or use an image that represents an aspect of the program that you assessed.

11. Which UTEP Edge advantages, if any, were covered in this project/program that you would like to implement?

UTEP Edge advantages:

- Critical thinking
- Communication
- Confidence
- Teamwork
- Social responsibility
- Problem solving
- Leadership
- Global awareness
- Entrepreneurship
- Self-care topics

Please provide any relevant qualitative data or additional notes.
The poster session is an opportunity to highlight the various ways in which our departments collected and used data in the 2017 – 2018 year. As opposed to previous years, we ask that you present information and data related to one (1) key departmental learning outcome that was assessed.

Suggested items to include in your poster:
You may design your poster layout and content however you wish. Below are some recommended sections to consider.

Abstract

1. Include an abstract of your project (150 words or less).

Example:
A special workshop was held at the Student Media and Publications offices for editors from local high schools. These students were juniors and seniors currently taking classes in journalism, broadcasting and yearbook. With this workshop, Student Media and Publications wanted to expand the high school students’ knowledge of the skills needed to work in student media in college as well as expand their horizons and consider attending UTEP. Their journalism teachers, all of whom were former Prospector students while in college, chose the students they wanted to attend, based on academic success and performance. The current Prospector editors led the training.
A total of six workshops were offered, each focusing on a different area of student media such as:
- photography and editing in Photoshop;
- copy editing;
- reporting;
- and ethics in journalism.
A recruitment counselor offered a short introduction to the university as well as enrollment information to the students during lunch. The high school teachers, professional staff and student editors said that the workshop was successful in achieving its goals and, as a department, would like to expand upon this initial effort. The students positively reacted to having college students lead the workshops and said they found them very relatable.

Project/Program Title, Research Question & Learning Outcome

2. What is the name of the project/program you are featuring?
3. What need or gap was your project/program trying to fill?
4. What question was your assessment trying to answer?
5. What was the learning outcome statement you were measuring?
(This should start with "Students will be able to...")
2018 Assessment Symposium Poster Guidelines

Methodology

5. How did you go about collecting data for your assessment project? Include:
   • how participants were invited to participate;
   • the instrument(s) used to collect data;
   • and how you analyzed the data you collected.

Example:
   • An internally-created Campus Labs survey was distributed by e-mail to all student participants one week after the program concluded.

Demographics

6. Who responded to your assessment project?
Describe how many people participated and what you know about this group. Include:
   • the number of participants;
   • their descriptive characteristics (e.g. class standing, housing, college affiliation, race, etc.);
   • and what they all had in common (e.g. all part of the same class, all received services from your department). Report raw numbers first and percentages in parenthesis.

Examples:
   • Of 100 students invited to participate, 50 students (50%) completed the survey.
   • Surveys were completed by 15 seniors (30.0%), 20 juniors (40%), 10 sophomores (20%) and 10 first-year students (10%).

Key Findings

7. What were the results from your analysis? Results can include data findings such as:
   • frequencies (80% of students);
   • averages (mean, median and mode scores);
   • outputs from statistical analyses (e.g. t-tests);
   • primary themes, or comparative observations.

Report raw numbers first and percentages in parenthesis (see examples below).
Include the most relevant results that directly contribute to intended next steps as a result of your project.

Examples:
   • 12 students (24%) demonstrated satisfactory communication skills.
   • Two themes were identified related to conceptual knowledge and applied knowledge.
   • Students who participated in the workshop series had a higher mean score of self-confidence (M = 4.2, SD = 1.37) than those who did not participate in the workshop series (M = 1.54, SD = 1.41).
Plan of Action

8. What do you plan to do next? This is the most important part of “closing the loop” for the assessment process. Consider things such as: specific program modifications, creation of new initiatives, sharing results with specific stakeholders, or even repeating the same assessment with specific modifications.

Examples:
• Self-care topics will be integrated into quarterly meetings for all student athletes.
• The department will convene a meeting during the 2018 winter term with the Office of Student Employment to share these results and discuss collaborative opportunities to design an initiative targeting transfer students.

Qualitative Data

9. If available, please share one or two quotes from student participants. Great quotes to use are those that capture key themes found in your project or explicitly articulate what they learned in their own words.

Graphic

10. If relevant, create a graph or table that would help communicate your findings, or use an image that represents an aspect of the program that you assessed.

UTEP Edge

11. Which UTEP Edge advantages, if any, were covered in this project/program that you assessed? (Use icons provided on the UTEP Edge website. They are available for download under Resources at https://www.utep.edu/edge/resources/Edge-Toolkit.html)

UTEP Edge advantages:
• Communication
• Confidence
• Critical thinking
• Entrepreneurship
• Global awareness
• Leadership
• Problem solving
• Social responsibility
• Teamwork

Innovation

12. Was there anything innovative about your project? How will you use innovation in your next steps?
2018 Assessment Symposium Poster Guidelines

Poster Design, Printing, and Presentation

1. Poster Dimensions: 64” wide x 41” high

2. Every department is responsible for the design of their posters.

3. The Student Affairs Marketing Office will be available for printing services at $16 per poster. If you plan to use this resource, please submit poster files to Rene Wong (rwong3@utep.edu) no later than 5 p.m. on Tuesday, May 15.

   **File specifications:** Print-ready PDF; sized to the above print dimensions; without crop marks. Posters will be ready on a first-come, first-served basis.

4. Don’t overwhelm your audience with too many details. Follow the steps outlined in this guide. Use bullets to make your point. Please do not use fonts smaller than 24 pt.

5. Please deliver your printed posters to Veronica Gonzalez at 105 Union Bldg. East no later than 5 p.m. on Friday, May 25.

6. Posters will be exhibited on Tuesday, May 29 at the Tomás Rivera Conference Center from 3:30 – 5 p.m. at the Poster Gallery and Networking session. We ask that you have a staff member or student on-site to present your poster to attendees.
Some tips to help you in this process:

1. Brevity is key! Share what is essential in the most concise way possible.
2. Write complete sentences using active voice. This will help readers follow your thoughts.
3. Only include one sentence per statement. (This will help you with brevity.)
4. Sequence your content to "tell a story"; include the most important information first.

For any questions, please contact any of your IMPACT Team Members.