Assessment Resources

Our desire to improve student learning drives assessment at UT Dallas. We have collected a few resources to help you in course planning and assessment. Please click on a heading below to expand.

| Writing a Syllabus |
| Learning Outcomes |
| Using the Information from Assessment Reports |
| On the Importance of Faculty Involvement in Assessment |
| Glossary of Assessment Terms |
| Want to Learn More about Assessment? (External Resources) |

Forms & Templates

Please visit [Hyoka Assessment Tool](#).

Clarifications on Reports and Plans: Let’s think of a report as two parts. Part A consists of what you plan on doing this year for assessment (fill out the column labeled measure). This is also known as an Assessment Plan. Part B then looks at the past year of what you’ve done for assessment (fill out the columns labeled results and plan along with the summary sections). A full Assessment Report is part A that was filled out last year plus part B that you’re filling out this year. Each year you will hand in Part A from the current school year (Assessment Plan) and part B from the previous school year (making it an Assessment Report).

The expectation at UT Dallas is for all program learning outcomes to be assessed every academic year. The manner in which each outcome is assessed is left up to the program.

- **Example report**
- [Hyoka Instructions (General)](#)
- [Hyoka Rubric for Academic Assessment](#)
- [Hyoka Instructions for Administrative Support Units](#)
- [Guidelines for the Assessment of Administrative Support Units](#)
- **Tips for Hyoka**
  - Google Chrome browser is recommended
  - If copying and pasting from a document please clean the data by using a text file
  - To move lines/data up and down, control + up and control + down and to delete lines: control + delete (mac users use command instead of control)
  - Try clearing your cache and do a hard refresh of the browser
  - Attach only pdfs to the report
Upcoming Workshops

• Assessment 101
  • Learning Outcomes: Join us in a conversation about how to write good, measurable learning outcomes and why it is important to make learning outcomes implicit explicit.
  • Assessing Learning Outcomes: Ways to be transparent in assignment design, how to do curriculum mapping, and discussion of direct/indirect and formative/summative assessments.
  • Using Collected Assessment Data: In this hour-long conversation we will discuss how to use what is collected for continuous improvement, frameworks of use, and what other institutions are doing with their data.

• Electives
  • Rubrics: In this hands on workshop, come learn about the benefits of using rubrics and how to create useful and meaningful rubrics for your assignments.
  • Case studies: In this new workshop, we will discuss how to incorporate case studies into your course for a direct assessment and characteristics of a good case study.
  • Flipped Classroom & Team-Based Cooperative Learning: In this new hands-on workshop, we will experience the flipped classroom instructional technique through group cooperative learning to understand how to transform the classroom from a performance space into a learning space.
    • April 12, 2018 at 10am
  • Reflection Tool for Teaching and Assessment: In this interactive breakfast conversation, come discuss how we can integrate assessment into our semester practices and overcome possible hurdles to create meaningful change in our classrooms. Joint presentation with Center for Teaching and Learning.
    • February 7, 2018 at 9am

Note: All workshops are scheduled to be an hour long.

Past Workshops

View information and resources from previous workshops.

Contact

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