

Administrative Assessment Report Instructions

Assessment Reporting Process

There are two things that your program needs to submit: (1) An **assessment report** for the previous academic/fiscal year, and (2) An **assessment plan** for the current academic/fiscal school year. Both are due at the end of October (see assessment webpage for date).

The **Assessment Report** contains outcomes, measures, targets, results, improvements completed, and plans for improvements for the previous year. To complete the report, you will add descriptions of results, improvements completed, and improvement plans for the outcomes and measures that you have already established. If your program has not changed its outcomes and measures since last year, then the established outcomes and measures are the same as those listed in your last report.

The **Assessment Plan** contains the outcomes and measures your program will assess in the current year. The assessment plan looks just like the assessment report, except that it only includes the outcomes, measures, and targets.

If your program does not intend to make any changes, then the assessment plan will have the same outcomes, measures, and targets as the previous report. However, I recommend all programs review their current outcomes and measures and decide if there are any changes you would like to make.

Completing the Assessment Report

1. **Take some time to familiarize yourself with the components of the report.** Some of the assessment terminology that we use may be unclear or unfamiliar. I recommend reviewing the *Components of the Assessment Report* section of the instructions before you start working on the report and plan. If you have questions about these sections, please don't hesitate to reach out to me.
2. **Decide if you will complete the report through Hyoka or by completing the word document version of the report form.** A word document template is available by request. For instructions on how to locate your report form in Hyoka, please see the *Using Hyoka* section of the instructions. If you are using the word document, please save a copy of the document with the name "[Program Name] 2021-2022 assessment report" (e.g. Office of Assessment 2021-2022 assessment report).
3. **Review your outcomes and measures and delete any that you are no longer collecting data for.** In Hyoka, the outcomes and measures in the form have been copied over from either your most recent assessment report or your most recently submitted assessment plan. But, some of them may no longer be relevant. Please delete any outcomes and measures that you are no longer using. If you are using the word template, you will need to enter your most recent outcomes and measures into the form. Please email Victoria.Morales@utdallas.edu, if you need a copy of your program's outcomes and measures.
4. **If you have not done so already, analyze your assessment data and talk about the results with your unit.**

Complete #5-8 for each Outcome

5. **Fill in the *Results* boxes with your assessment results.** For numeric data, please provide the appropriate statistics (e.g. total, percentages, average). If you are providing percentages, please also include the totals. For qualitative data, please report any major themes, trends, or lessons learned from the data.
6. **In the *Summary of Assessment Results* section, please provide a summary of all your assessment results for the outcome** (2-4 sentences). For most outcomes you will have about 2-3 measures. In the summary of results, describe any general conclusions, including whether your program has made progress towards or achieved the outcome, and explain how the results support your conclusions (UNCG, 2013-2014, Schuh et al., 2016).
7. **In the *Program Improvements made* section, please write about improvements that your program has completed in the reporting year.** Please include a description of any specific changes to services, functions, or other relevant aspects of your program. If your assessment data influenced something your program did, please describe how the data influenced your actions/decisions.
8. **In the *Plans for Outcome* section, please write about the things related to the outcome that your program will do in current year.** Plans are specific improvements that you have not yet completed. If your assessment data has influenced something you plan to do, please describe how the data has influenced your plan.
9. **Submit your report.** If you are working in Hyoka, your report is automatically saved, and once #5-8 are complete, you are done. If you are using the word document, please email your report to Victoria.Morales@utdallas.edu

Completing the Assessment Plan

1. **Decide if you will complete the plan through Hyoka or by completing the word document version of the report form.** A word document template is available by request. For instructions on how to locate your plan form in Hyoka, please see the *Using Hyoka* section of the instructions. If you are using the word document, please save a copy of the document with the name "[Program Name] 2022-2023 assessment plan" (e.g. Office of Assessment 2022-2023 assessment plan).
2. **Review your outcomes and measures and decide which ones you would like to keep.** In Hyoka, the outcomes and measures in the form have been copied over from either your most recent assessment report or your most recently submitted assessment plan. Please delete any outcomes and/or measures that you are no longer using. If you are using the word template, you will need to enter your most recent outcomes and measures into the form. Please email Victoria.Morales@utdallas.edu, if you need a copy of your program's outcomes and measures.
3. **Decide whether you are going to make any other changes to your outcomes and measures.** If you do not want to make any other changes to your plan, skip to 7.
4. **As a unit revise or write your outcomes.** For each outcome, decide whether it will focus on your activities/services/functions, student learning/student success, or faculty/staff. Ideally, each of your outcomes should focus on one thing (e.g., decrease response time). Try to be as specific as possible.
5. **Select and/or develop measures for your outcomes and write a description of each measure.** Measures can be data that you are already collecting, or they can be new sources of data. When describing measures, please explain what data you will collect (e.g. number of participants, satisfaction ratings, feedback from students).
6. **Determine targets for measures, where appropriate.** If the measure is new, you might not be able to set a target for the first year of data collection.
7. **Submit your assessment plan.** If you are working in Hyoka, any changes that you have made are automatically saved. Once you have finished entering outcomes, measures and targets, you are done. If you are using the word document, please email your plan to Victoria.Morales@utdallas.edu.

Using Hyoka

<https://wat.utdallas.edu/hyoka>

About Hyoka

Hyoka contains both the assessment report and plan you will need to complete this year, as well as completed reports from previous years. Previous reports include those that were submitted via email. Reports are organized by year (e.g., 2023-24). It may be helpful to note that your assessment plan will go in the current academic year, and the assessment report will go in the previous academic year. Information entered into Hyoka will be automatically saved.

Editing Permissions

Before you can view and edit your unit's report, you must receive permissions from the Office of Institutional Success and Decision Support. If you have entered information into Hyoka before, you should already have editing permission. To receive editing permission, email Victoria.Morales@utdallas.edu with your name and netid.

Locating your unit's assessment reports

1. Go to the Hyoka site: wat.utdallas.edu/hyoka and login using your netid and password.
2. Select the year. Years are located at the top of the page.
3. Hover over the year, and then select administrative units.

The screenshot shows the Hyoka website interface. At the top, there is a navigation bar with the University of Texas at Dallas logo and the text "THE UNIVERSITY OF TEXAS AT DALLAS". Below this, there is a dropdown menu for "2023-24 Reports". The dropdown menu is open, showing options for "2022-23 Academic Units", "2022-23 Administrative Units", and "2022-23 Student Affairs". The "2022-23 Administrative Units" option is highlighted with a black box. Below the dropdown menu, there is a table with columns for "Program", "Last Updated", and "View". The table lists two programs: "Master of Arts in Art History" and "Bachelor of Arts in History".

4. Locate your unit's name, and then select "View Assessment Report".

The screenshot shows the Hyoka website interface for "Administrative Units 2022-23". At the top, there is a navigation bar with the University of Texas at Dallas logo and the text "THE UNIVERSITY OF TEXAS AT DALLAS". Below this, there is a dropdown menu for "2023-24 Reports". The dropdown menu is open, showing options for "2022-23 Academic Units", "2022-23 Administrative Units", and "2022-23 Student Affairs". The "2022-23 Administrative Units" option is highlighted with a black box. Below the dropdown menu, there is a table with columns for "Administrative Unit", "Last Updated", and "Actions". The table lists three units: "Academic Advising", "Assessment", and "Audit and Consulting Services". The "View Assessment Report" link for the "Assessment" unit is highlighted with a red box.

Updating/Entering Outcomes

To change or enter outcomes, first locate the **Outcomes [Overview]** section that is located near the top of the report. Edit, add, and/or delete outcomes there, and Hyoka will update the outcome information in the rest of the report. You may need to refresh the page in order to see the changes. If the numbering is off after you make changes, please let us know so that we can fix it, but you can still go ahead and finish your report/plan.

Administrative Unit Assessment Report Year 2022-23

[MakePDF](#) [Resequence](#) [Save](#) [Notify of Completion](#)

Year 2022-23 - Office of Assessment

Unit: Office of Assessment

Submission Date:

Program Contact: Gloria Shenoy

University Mission

Departmental Mission

How does the departmental mission relate to the university mission?

Outcomes (Overview)

1. The Office of Assessment will improve the clarity of feedback and decrease the response time for feedback on assessment reports.
2. The degree to which programs discuss data use in assessment reports will increase.
3. The Office of Assessment will create learning opportunities for students, staff and faculty to improve assessment knowledge on campus.
4. To assess faculty and staff knowledge of general education assessment/Comets to the Core Program
5. edit new objective.

[Outcome #1](#) [Outcome #2](#) [Outcome #3](#) [Outcome #4](#) [Outcome #5](#)

OUTCOME #1: The Office of Assessment will improve the clarity of feedback and decrease the response time for feedback on assessment reports.

Components of the Assessment Report

The assessment report and plan contain several components. This section provides a brief description of each.

Outcomes

Outcomes are the desired achievements that your program has for its activities, functions, services, and/or impact on the university community (Nichols & Nichols, 2000; Henning & Roberts, 2016; Krist et al., 2008). Outcomes should be measurable, focused, and relevant to the mission of the program. Outcomes can describe improvements and/or expectations related to the quality/quantity of your program's activities, functions, and/or services (Nichols & Nichols, 2000; Henning & Roberts, 2016; Krist et al., 2008, p.19-20). They can also explain how the university community (faculty/staff/students) will be impacted by the work of the program (Henning & Roberts, 2016). Programs that work directly with students should also have at least one student learning outcome that explains the knowledge and/or skills students will gain through their experiences with the program. Programs should have 2-4 outcomes.

Examples

"The Office of the Bursar will generate timely notification of an impending drop to students, schools, and other appropriate contacts to minimize the number of students dropped for nonpayment." (Bursar Office)

"Educational Technology Services will provide a reliable learning management system (LMS) and classroom technology for students, faculty, and staff." (Educational Technology)

Measures

Measures are the data sources/methods that are used to gather information about the outcomes. Measures can be quantitative (e.g. counts, ratings, time) or qualitative (e.g. interviews, written feedback, meeting notes). If your outcome is focused on the completion of a project/task, measures can include whether the project or other milestones were completed. Ideally, each outcome will have 2 to 3 measures

Targets

Targets are the levels of performance for measures (i.e. results or pattern of results) that are used to determine whether an outcome has been achieved (UNCG, 2013-2014, Gallaudet University, n.d., Marymount University Office of Planning and Institutional Effectiveness, 2018). They can be based off previous performance, prior experience, and/or standards from professional organizations. For new measures and some qualitative measures, you may not have set targets.

Results

For quantitative (numeric) measures, results contain summary statistics, which include totals, averages, and/or percentages. For qualitative measures, results may include themes and/or examples. If a measure is completion of a task, include the status (complete/not complete) and completion date. If no data were collected write "N/A". For each measure, also indicate whether the target was met.

Summary of Assessment Results

This section provides your program the opportunity to discuss patterns in the results and conclusions about the outcome and/or your program's services/functions based on the results. In this section, you can also explain whether targets were met. If no data were collected for a measure, provide a brief explanation here.

Program Improvements made related to Outcome

Program improvements refer to changes that your program has made to its activities, services, functions, and/or structure (Nichols & Nichols, 2000; Henning & Roberts, 2016; Schuh et al., 2016). Reported improvements should be limited to those that were made in the reporting year (i.e., FY22). When describing improvements, explain whether they were related to the assessment data.

Plans for Outcome

Plans refer to changes to your program's activities, services, functions, and/or structure that have not yet been implemented (Nichols & Nichols, 2000; Henning & Roberts, 2016; Schuh et al., 2016). Ideally plans should be specific, but it is okay to include plans that are in their initial stages as well. When describing plans, explain whether they are related to the assessment data.

Writing a Report Summary

Although it is not required, a report summary is an opportunity to discuss themes/patterns of results across outcomes, things that your department has learned, and overall future goals.

Changes to Assessment

Changes to assessment refer to changes in your program's outcomes, measures, and/or targets that will be implemented for the 2022-2023 assessment report. In this section, just provide a **brief** description of the changes and the reasons for making the changes. You can submit specific changes to outcomes and measures, by updating these sections in the 2022-2023 plan in Hyoka.

Additional Information

Additional information refers to any information about the unit that would be helpful for understanding the assessment report that has not been mentioned elsewhere in the report.

References

- Nichols, K.W., & Nichols, J.O. (2000). *The department head's guide to assessment implementation in administrative and educational support units*. Bronx, NY: Agathon Press.
- Gallaudet University (n.d.). *Setting performance targets*. Retrieved from Accreditation, Certification and Licensure website: <https://www.gallaudet.edu/accreditation-certification-and-licensure/assessment/assessment-of-student-learning/instructions-and-examples/setting-performance-targets>
- Henning, G.W., & Roberts, D. (2016). *Student affairs assessment: theory to practice*. Sterling, VA: Stylus Publishing LLC. Retrieved from <https://ebookcentral.proquest.com>
- Krist, P.S., Albert, A., Alexander-Snow, M., Bhati, D. (2008). *University of Central Florida (UCF) administrative assessment handbook [The administrative unit assessment handbook: Guidelines for planning and implementing, measuring student support services & administrative outcomes]*. Retrieved from UCF Operational Excellence and Assessment Support website: http://oeas.ucf.edu/doc/adm_assess_handbook.pdf
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- Schuh, J. H., Biddix, J. P., Dean, L. A., & Kinzie, J. (2016). *Assessment in student affairs, second edition*. San Francisco, CA: John Wiley & Sons, INC. Retrieved from <https://ebookcentral.proquest.com>
- The University of North Carolina, Greensboro (UNCG) (2013-2014). *Administrative Assessment Handbook: 2013-2014 Academic Year*. Retrieved from: http://assessment.uncg.edu/administrative/docs/UNCG_Administrative_Assessment_Handbook.pdf