

# Hyoka walkthrough: UTD assessment software

January 2015

This software was created to meet our assessment collecting and reporting needs. What are students learning? How do we know? And how do we plan on using this collected information for improvement? We hope this software and guide are helpful to illustrate your commitment to improving student learning here at UTD.

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

All faculty can see the assessment data, however, you must have permission to make changes. You may have to log in.

Academic Program Missions and Student Learning Objectives 2014

## Academic Program Missions and Student Learning Objectives 2014

### School of Arts and Humanities

Academic Program	Certificate	Bachelor's	Master's	Doctoral
Art and Performance		BA		
Historical Studies		BA		
History			MA	

With your mouse cursor hovering over the year, you can choose which report you would like to work on. Please note, 2014 = 2014-2015 school year and 2015 = 2015-2016. We have imported all 2014 reports and put in as much information from the 2015 plans as possible.

Click on the degree program you would like to look at/edit.

Bachelor of Arts in Art and Performance

## Degree Program Assessment Report Year 2015

For Academic Year:	Year 2015
Program:	Bachelor of Arts in Art and Performance
School:	School of Arts and Humanities
Submission Date:	
Program Director:	

\*

### University Mission

The University of Texas at Dallas provides the State of Texas and the nation with excellent, innovative education and research. The University is committed to graduating well-rounded citizens whose education has prepared them for rewarding lives and productive careers in a constantly changing world; to continually improving educational and research programs in the arts and sciences, engineering, and management; and to assisting the commercialization of intellectual capital generated by students, staff, and faculty.

### Program Mission

To support the Mission of the School of Arts and Humanities by offering an interdisciplinary degree in Arts and Performance that provides students the opportunity not only to master a specific area of artistic creation but also to connect that area with other forms of artistic expression and to develop skills of interpretation as well as creativity.

Please note the year you are working on. 2015 = 2015-2016

Not editable, email to make changes

Sections below program mission are editable to those with permission. Just click at the start of a line and start typing. Outcomes—if you make any changes under this section, it will automatically populate the rest of the form.

\* The field “year program started” is based on when the program was approved by the coordinating board. This data point gives context to outside readers of the program history.

## Outcomes (Overview)

Student of the Doctor of Philosophy in Software Engineering program will be able to:

1. Broad knowledge in computer science, detailed in software engineering: Students will be able to demonstrate a broad knowledge of computer science and a focused understanding of their area of expertise.
2. Conduct Original Research: Students will be able to perform original research in software engineering.
3. Communicate effectively: Students will be able to communicate technical content effectively both orally and in writing.
4. edit new objective

**OUTCOME #1: Broad knowledge in computer science, detailed in software engineering: Students will be able to demonstrate a broad knowledge of computer science and a focused understanding of their area of expertise.**

#	Assessment Measure	Results	Plan
1	edit new measure	edit new result	edit new plan

### SUMMARY OF OUTCOME #1

A) DISCUSSION OF RESULTS

B) DISCUSSION OF MODIFICATIONS/RECOMMENDATIONS (CLOSING THE LOOP)



Changes made here automatically are updated below

## DEFINITIONS:

- **Assessment Measure:** What is being used to see if students are leaving with this knowledge or can do this skill? How will you know what graduates are able to do and know upon completion of the program/class? Is it a test? Paper? Other appropriate information in this box includes the class it is from and how it is graded (what are the criteria—is there a rubric? What makes a paper good?).
- **Results:** How many students achieved success as determined by the measure? What is the evidence that graduates can know and do each learning outcome?
- **Plan:** Did you change anything during the class to improve learning? Are there any changes you think you should make after looking at these results? How are you using these data to make decisions? Did something work well that you would like to continue?

After collecting data for each of the learning outcome, program heads and faculty should summarize what they see. This is an intentional space to see how the program is doing for each learning outcome.

- **Discussion of results:** Is the learning outcome being met? What patterns or concerns are there?
- **Discussion of modifications/recommendations (closing the loop):** Based on these results, are there any changes or recommendations for pedagogy, curriculum, student support or faculty support? How are you using results to evidence improved learning? If no changes/recommendation, is it because there is more data that needs to be collected? Write that here.

At the end of the report, after each outcome, there is an **executive summary**. **Program improvements** will be populated with any action items the program committed to during the plan phase. Please address how the program responded to each action item. **Future plan** are any items the program would like to change in the future based on the collected data. This can include any catalog change or any other action items related to student learning. Please see the assessment webpage for an example report.