ASAA HOWTO:

4/12/2016

Basics:

Per the faculty manual charge, ASAA’s primary duty is to review and respond to department and program Assessment of Student Learning Reports (ASLRs).

The Provost’s office is responsible for notifying the current year report writers (usually Chairs and Program Directors) and collects the reports and puts them on the Provost’s sharepoint site.

The committee does not have writing privileges to the Provost’s sharepoint site so we have a working site (under Campus | Committees | Assessment Committee from MyWitt ) where ASLR’s, ASAA responses, templates, and supplementary/related documents are located. All members of the asaa@wittenberg.edu mailing list have read/write privileges on this site.

Details:

Typically, the committee has read the ASLRs before meetings and collectively filled out the ASAA Rubric template. The chair has collated input from all members and has prepared a draft version. When the draft has been reviewed and finalized by the committee (in person or electronically), the chair sends a copy to the originator along with the ASAA response form (primarily a form letter acknowledging the ASLR and the returning committee Rubric).

Philosophically, we have moved toward keeping all substantive comments on the rubric and keeping them as concise as possible. We recognize that we (committee members) are usually not in a position to evaluate the programs; our function is to make the assessment process as helpful and as painless as possible. This means we encourage

1) concise ASLRs
2) direct assessments where possible
3) ASLRs that show clearly what instruments the programs are using to make the assessments
4) ASLRs that show clearly the data from those assessment instruments
5) ASLRs that show clearly the conclusions the program draws from the data
6) ASLRs that show clearly how the conclusions are used to feed back into the program to try to improve student outcomes.

To that end, we have crafted the following guiding philosophy paragraph which we hope is of use to those writing (and reviewing) reports:

The Assessment of Student Learning Report (ASLR) should contain a clear statement of Program Learning Outcomes. These should be specific things a student should know or be able to do as a result of going through the program. Where in the program these specific outcomes are addressed (and at what level) should be identified (e.g. in a curriculum map: course 3xx involves Learning goals 1 and 2 a lot and goal 3 not at all). The specific ways in which the achievement of these outcomes is assessed should be specified (comprehensive exam, common rubric on presentations or projects or produced works,...). Summary data on the achievement of each of these outcomes should be presented concisely for all program participants, possibly grouped over time if statistics allow. Conclusions that the program draws from the results and actions that
it will take as a result should be described--i.e. how do the assessments feed back to program improvement. (e.g. Students did very poorly on Newton's 3rd law portion of the FMCE exam and so we are going to have them all push and pull against each other for 3 hours in lab).

Dates:

From the faculty manual (2015-2016, p. 241):

**The Academic Year Assessment Schedule**

September preceding the August 1 deadline:
For the purpose of providing guidance, a meeting shall be organized between members of the Assessment Committee and the Chairs/Directors of programs who will submit quadrennial reports by the following August, per the schedule above.

October preceding the August 1 deadline:
The program’s faculty should meet to discuss tasks necessary to complete in order to file the report and to file it on time.

No later than March preceding the August 1 deadline:
The program’s faculty should convene to discuss a draft of the report and to determine what work remains to complete the report. While responsibility for submitting the final report rests with the chair, the actual writing may be done by the chair or by a departmental designee.

No later than August 1, per the schedule above:
The program files its Assessment of Student Learning Quadrennial Report with the Provost’s Office, which forwards the report to the Assessment Committee.

September-December following the August 1 deadline:
The Assessment Committee processes quadrennial reports.

January 31 following the August 1 deadline:
The Assessment Committee provides written responses, typically no more than one page in length each, to the departments/programs who submitted reports, with copies to the Provost.

March 15 following the August 1 deadline:
Optional: Departments/programs file responses to the Assessment Committee response.