Mission

The purpose of the Administrative and Academic Support Assessment Committee (AASAC) is to define and implement policies and procedures needed to maintain a robust administrative and academic support assessment process, to review the quality of assessment plans submitted by these units, and to report annually to the Office of the Chief Operating Officer (COO) the status of the assessment process as these pertain to student development and/or the sustainability of the institution. The committee is comprised of representatives from administrative units, online learning, and academic support services who oversee and assist administrative and academic support units within the institution of Florida Institute of Technology (Florida Tech).

Vision Statement

The AASAC’s vision is to foster and sustain a productive “culture of assessment” at Florida Institute of Technology by emphasizing the positive value of the assessment process on the efficiency of administrative and academic support units as this process pertains to student development and/or the sustainability of the institution.

Goal Statements

1. To define, review, and implement policies and procedures that help maintain an administrative and academic support assessment process at Florida Tech.
2. To assist administrative and academic support units with assessment of student development and/or sustainability of the institution by reviewing the quality of, and providing feedback on, unit assessment plans.
3. To recommend appropriate actions to the Office of the COO that are critical for sustaining the assessment process and promoting the culture of assessment at Florida Tech.

ADMINISTRATIVE AND ACADEMIC SUPPORT ASSESSMENT COMMITTEE

Administrative and Academic Support Assessment Committee Member

The Administrative and Academic Support Assessment Committee (AASAC) is comprised of representatives from administrative units, online learning, and academic support services. These representatives are appointed by the COO. The duties of the AASAC members are
to serve as chair or co-chair of a Divisional Review Committee; organizes the DRC reviews of assessment results and assessment plans;
• to apprise the administrative unit head of issues and updates related to the continuous quality improvement process;
• to provide assistance and guidance to the administrative or academic support unit on the academic assessment policies and procedures;
• to provide timely communication of all AASAC mandates, instructions, and deadlines to Assessment Coordinators and others as appropriate;
• to maintain a current list of DRC members in the administrative and academic support units and updates the list with AASAC Chair each fall or whenever changes are made;
• to serve as the liaison for any unit or program in his or her college or division that requires assistance in the development of plans, analysis of collected data, documentation of assessment results, and navigation of the web-based assessment management system;
• to work with the Assistant Vice President of Assessment and the Institutional Effectiveness Specialist to coordinate training for Assessment Coordinators and other appropriate groups.

ASSESSMENT COORDINATOR

Assessment Coordinators (ACs) for an administrative and academic support unit will be appointed by the corresponding unit head. The number of ACs for a unit will also be decided by the unit head. At the recommendation of the members of the Administrative and Academic Support Assessment Committee, Assessment Coordinators should be very familiar with the unit to which he or she is assigned.

The duties of an Assessment Coordinator are

• to enter assessment plans in the web-based assessment management program.
• to collect and coordinate assessment data from staff responsible for implementing assessment measures.
• to enter all assessment data, action plans, and answers to analysis questions in the web-based assessment management program, WEAVE, for review by unit staff and heads. ACs should work with the Assistant VP of Assessment to ensure all is entered into WEAVE.
• to lead an annual administrative/academic support unit discussion about all assessment data and results, comparing the results to those of the previous year. The discussion should result in the development of Action Plans that lead to improvements in student learning/development.
• to attend an annual meeting with the Assistant VP of Assessment to review new policies, procedures, and reporting criteria and to refresh training in WEAVE.

DIVISIONAL REVIEW COMMITTEE

Revised 12-11-13 MHB
A Divisional Review Committee (DRC) is composed of all Assessment Coordinators (ACs) from administrative and academic support units that make up a particular division. The co-Chairs of the DRCs are two of their corresponding AASAC representatives. There are five administrative and academic support Divisional Review Committees. These are as follows:

- Academic and Administrative Support
- Student Support
- Financial
- Resources
- Quality Enhancement Plan (QEP)

The DRC is responsible for the following:

- establishing internal submission deadlines for initial and final submissions of assessment results, reports, and plans.
- reviewing and evaluating the quality of assessment plans for each administrative and academic support unit with its division. The review criteria are outlined in the AASAC Assessment Plan Evaluation Rubric and can be found on the AASAC website (www.fit.edu/aasac). The procedural flowchart for Changes to Assessment Items that define the roles for DRC co-Chairs and members can be found in this document and, separately, on the APAC website (www.fit.edu/aasac).
- assisting faculty and staff in adhering to specific review criteria.

**AASAC VOTING POLICIES**

Two-thirds of the AASAC members, not counting non-voting members, represent a quorum. A majority vote of a present quorum of members constitutes approval or passing of an item.

**ASSESSMENT POLICIES**

1. **Policy on Number of Objectives/Intended Outcomes and Number and Types of Measures**

The minimum number of outcome statements per administrative and academic support units is three. For units with a strong learning component, the AASAC requires a fourth outcome statement that focusing on student learning. The minimum number of measures per outcome statement will be two, and at least one of the measures must be direct. All exceptions must be approved by AASAC.
2. Policy on Assessment Items (i.e., Mission, Vision statements, Measurement Statements that include Achievement Targets)

Mission statements at the university level, the college levels, the academic unit levels and administrative/academic support unit levels are required and should align with each other (i.e., admin/academic support unit to university, academic unit to college to university). The term “unit” is defined as an administrative or academic support office, an academic department, or an academic program within a school or college.

Vision statements were determined to be optional.

Goals were determined to be optional.

Measurement Statements that include Achievement Targets are required for each outcome statement.
Flowchart for Approval Procedure of Assessment Items: Changes to Assessment Items (for units reporting to APAC and AASAC)

Originator edits applicable assessment items, such as Assessment Map (for academic units), PLOs, Measures, and/or Targets\(^1\) with input from Assessment Coordinator (AC) and faculty or staff in respective academic units or administrative offices.

AC notifies Institutional Effectiveness Specialist (IES), who marks academic unit/administrative office as "(proposed)" in the Future Cycle; AC uploads edited assessment items in WEAVE*.

AC notifies Divisional Review Committee (DRC) Chair to begin review process; DRC Chair assigns reviewers.

Using the approved rubric form\(^2\), reviewers rank PLOs, Measures, and/or Targets as “Developing”, “Acceptable”, or “Exemplary”; completed rubric form is uploaded in the “Document Management” site on WEAVE*; Reviewers inform DRC Chair and AC when complete.

If all items are marked “Acceptable” or “Exemplary”:

AC informs Originator; DRC Chair notifies Asst. VP, Assessment\(^3\) who coordinates with Assoc. VP, Institutional Effectiveness\(^4\) to determine if changes are substantive or non-substantive.

If any item is marked “Developing”:

Substantive

Item(s) marked “Developing” or “Not endorsed” are reworked by Originator and AC; Revised items are uploaded into WEAVE*.

Non-substantive

APAC or AASAC Chairs assign reviewers from their committees who will make recommendation to “endorse” or “not endorse”.

APAC or AASAC Chairs notify DRC Chair, who notifies AC.

“Endorse”

APAC/AASAC accepts recommendation

“Not endorse”

Assc VP and Asst VP will recommend to “endorse” or “not endorse”.

\(^*\)Contact the Institutional Effectiveness Specialist for any assistance needed with WEAVE

\(^2\)See APAC or AASAC “Policies and Procedures” and \(^2\)“Assessment Evaluation Rubric” at www.fit.edu/apac or www.fit.edu/aasac

\(^3\)Assc VP, Institutional Effectiveness is APAC Chair and Asst VP, Assessment is AASAC Chair

PLOs: Program-level student learning outcomes
AC: Assessment Coordinators
DRC: Divisional Review Committee
APAC: Academic Program Assessment Committee
AASAC: Administrative and Academic Support Assessment Committee