

# **KU Assessment System Online (ASO) User Manual for the Degree-Level Assessment Process**

**(2<sup>nd</sup> Edition, 2015)**

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This user manual is prepared to assist department administrators and faculty members with use of KU Assessment System Online (ASO) for planning, organizing, and reporting their degree-level assessment activities. General guidelines applied to all programs are provided in this document. Other department/program-specific questions can be addressed by contacting the Assessment Specialist Ying Xiong at [yxiong@ku.edu](mailto:yxiong@ku.edu).

September, 2015

## Table of Contents

I: Login.....	2
II: Dashboard .....	2
III: Assessment Plan Review or Revision.....	3
IV: Assessment Annual Reporting.....	5
Different Pathways of Completing an Assessment Cycle .....	6
Minimal Requirements for AY2015 .....	6
Reporting through the Assessment System Online (ASO).....	6
V: Support and Resources.....	10
Appendix A: Degree-Level Assessment Process.....	11

# Degree-Level Assessment

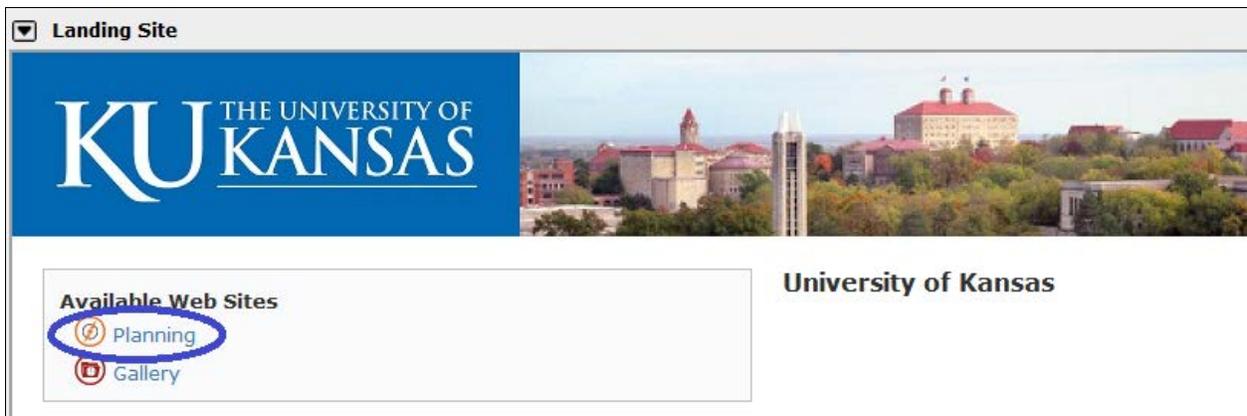
## I: Login

To access the KU Assessment System Online (ASO), please **COPY** and **PASTE** the login URL <http://ku.compliance-assist.com> into your web browser, and use your KU Online ID and Password to login. If you forget your KU Online ID and password, please contact KU IT at <http://technology.ku.edu/personal-accounts> for further assistance. If your KU online ID is not taken by the system, please contact Ying Xiong at [yxiong@ku.edu](mailto:yxiong@ku.edu) to request a user account.

## II: Dashboard

KU ASO provides a dashboard to help organize all assessment modules for which you are assigned. To access the dashboard, follow these steps:

1. Click on “Planning” on the left side of the landing page.



2. Click on “My Dashboard” on the menu bar at the top of the web page.



3. Then you will be directed to the dashboard where you can see modules you can access (for most department chairs and program directors, you should be able to see at least three modules: “My Roles”, “Degree-Level Assessments”, and “KU Core Review”).



Now, depending on your intended tasks, you may choose any module(s) you would like to work on. Currently, all degree-level assessment plans submitted in November 2013 have been uploaded to the assessment system. You may continue to review and refine your assessment plans as a natural part of a continuous improvement process.

### III: Assessment Plan Review or Revision

The following steps will walk you through how to review and edit your assessment plan:

1. First, click the “Degree-Level Assessments” tab. You might need to mouse over to see the full name of the tab.



2. Use “Edit Filter” to select an appropriate academic year (please choose “Academic Year: All” to view all your assessment documents) and select a degree level from the organization chart on the left to access the program’s assessment documents. Currently under the Degree-Level Assessments module, you can see documents including:
  - Learning Outcomes
  - 2013-2014 Assessment Plan
  - 2010-2013 Assessment Reflection

- 2013-2014 Assessment Annual Report
- 2014-2015 Assessment Annual Report
- Program accreditation reports (for professional programs only)

My Roles | Degree Level... | KU Core Review

Table Filtered By: Academic Year: All

[Edit Filter](#)

Edit the "Filter" to select specific academic year(s) to view.

University of Kansas

Academic Affairs

College of Liberal Arts and Sciences

Humanities

English

BA/BGS

MA

MFA in Creative Writing

PHD

Social and Behavioral Sciences

Communication Studies

New Item

Number	Name
Learning Outcome 1	<a href="#">Enhance critical thinking and writing</a>
Learning Outcome 2	<a href="#">Understand and practice major concepts in cultural studies, rhetorical criticism, and literary analysis</a>
Learning Outcome 3	<a href="#">Develop knowledge of major texts and authors</a>

2013-2014 Assessment Plan

Click the degree to see its assessment documents.

Learning outcomes that guide assessment planning and implementation.

Assessment Plan which guides the first 8-year assessment cycle. Can be updated anytime as appropriate.

3. Click the link titled “2013-2014 Assessment Plan” to access the assessment plan your program has proposed for the first 8-year assessment cycle. Review your assessment plan regularly and adjust it as needed. Changes to your assessment plan can be made easily. Simply click the assessment plan link, and then switch to the “edit” mode by clicking on the “Edit” button at the upper right corner.

## 2013-2014 Assessment Plan

View | **Edit** | Related | Activity | Permissions

[Export](#)

Start: 7/1/2013

End: 6/30/2014

Providing Department: Undergrad Programs (BS in MB, BA&BS in BC, BA&BS in Bio, BA in HB, BA&BS in Microbio)

Title: 2013-2014 Assessment Plan

Please describe your assessment process with information of measures, addressed learning outcomes, schedule, responsible people, and planned use of the results.

Switch to the "edit" mode to make revisions to your assessment plan. You may also download your assessment plan in Word version submitted originally.

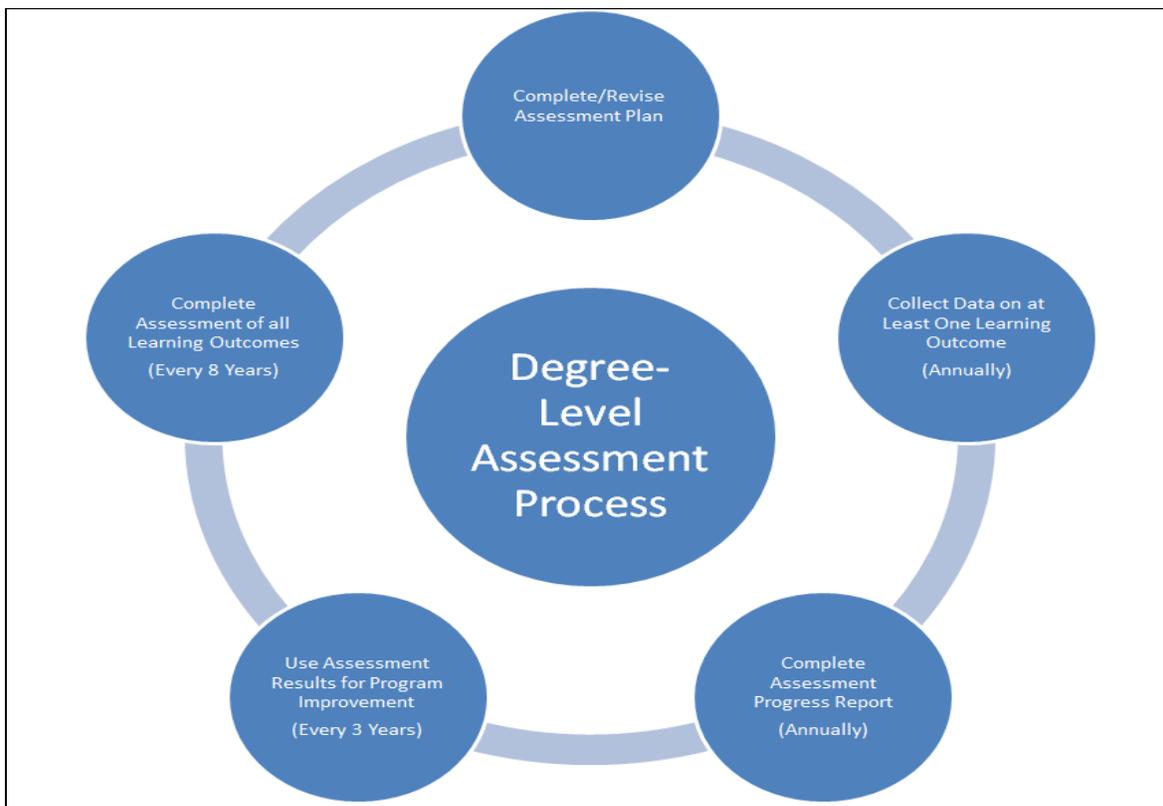
Please describe your assessment people, and planned use of the results

**Measurements:** Grade, presentation,  
**Outcomes Addressed:** Learning Outcomes  
**Schedule/cycle:** Every year in introductory  
**People Responsible:** Course instructor  
**Planned Use of Results:** Results will be used and to codify the changes we are making statistically.

2013-2014 Assessment Plan

#### IV: Assessment Annual Reporting

Once your assessment plan is ready to go, you can start your implementation accordingly to gather evidence and generate findings. Each degree program is expected to collect data on at least one learning outcome every year, use assessment results to make curricula or programming improvements at least every 3 years, and complete assessment of all learning outcomes every 8 years (see the Chart of Degree-Level Assessment Process). More information about this process and its requirements can be found in **Appendix A**.



## Different Pathways of Completing an Assessment Cycle

The Degree-Level Assessment Process is designed in a way that gives Departments flexibility and autonomy of pacing their assessment implementation. It is not a one-size-fits-all process that requires the same progress from all programs. Instead, different departments can take different pathways to complete their assessment cycles. For professional schools, it will be optimal to map your accreditation cycle to this degree-level assessment cycle so that the same assessment information can be used for both purposes. For programs that are up for an external program review, it is also a good idea to conduct both processes simultaneously. Other factors, like the size of the department, availability of resources, and new changes added to the program, would determine the focus and schedule of your assessment. For example, some small programs probably need to accumulate several semesters' worth of data on one learning outcome in order to draw any conclusions. In contrast, programs with large enrollments might be able to utilize data from one semester to sufficiently assess one learning outcome. Depending on applied measures, some programs might be able to address multiple learning outcomes in one semester through one assessment measure. Examples in this case include capstone projects for undergraduate programs, and dissertations/theses for graduate programs.

## Minimal Requirements for AY2015

As a minimal requirement, programs need to gather information at least on one learning outcome from **fall 2014** and **spring 2015**. However, programs are encouraged to conduct assessment on multiple learning outcomes if possible. Once assessment information is gathered, you may report on your evidence of student learning or findings through the assessment system by following the steps below.

## Reporting through the Assessment System Online (ASO)

1. First, click the "Degree-Level Assessments" tab. You might also need to mouse over to see the full name of the tab.



2. **Review your previous annual report:** Click the organizational chart on the left side of the webpage and select your own department and degree level. If your program has submitted last

year's annual report, you will see the 2013-2014 assessment annual report on the list. For those who have requested feedback, they will find peer feedback at the bottom of the report.

	<a href="#">2013-2014 Assessment Annual Report</a>	7/1/2013	6/30/2014	First annual assessment report reflecting data from fall 2013 and spring 2014. If you requested feedback when you submitted your report, you will find peer feedback at the bottom of the report.
	<a href="#">2014-2015 Assessment Annual Report</a>	7/1/2015	6/30/2016	Enter your assessment info from fall 2014 and spring 2015 to this template.

- Submit your report by Nov. 13<sup>th</sup>, 2015:** Click the “2014-2015 Assessment Annual Report” hyperlink to access the report template for this year. Generally an assessment report needs to reflect assessment data from the prior academic year. A report should provide information about progress made in evidence collection, data interpretation, and use of results. The report template contains five open-ended questions (shown below) to guide your thinking and reporting.



## Program Assessment Annual Report

 Public for this Department and lower

**Title:** Program Assessment Annual Report

**Start:** 7/1/2013

**End:** 6/30/2014

**Progress:**

**Providing** BA

**Department:**

**What are your current degree-level learning outcomes? Have the learning outcomes been modified over the last year?**

**What assessment data were collected in the past year? Which learning outcomes do the data address?**

**What are your current findings based on the data you collected?**

**What recommendations have been generated from discussions of assessment results among the faculty?**

**What changes did you make as a result of these assessments in the past year?**

**Responsible Roles:**

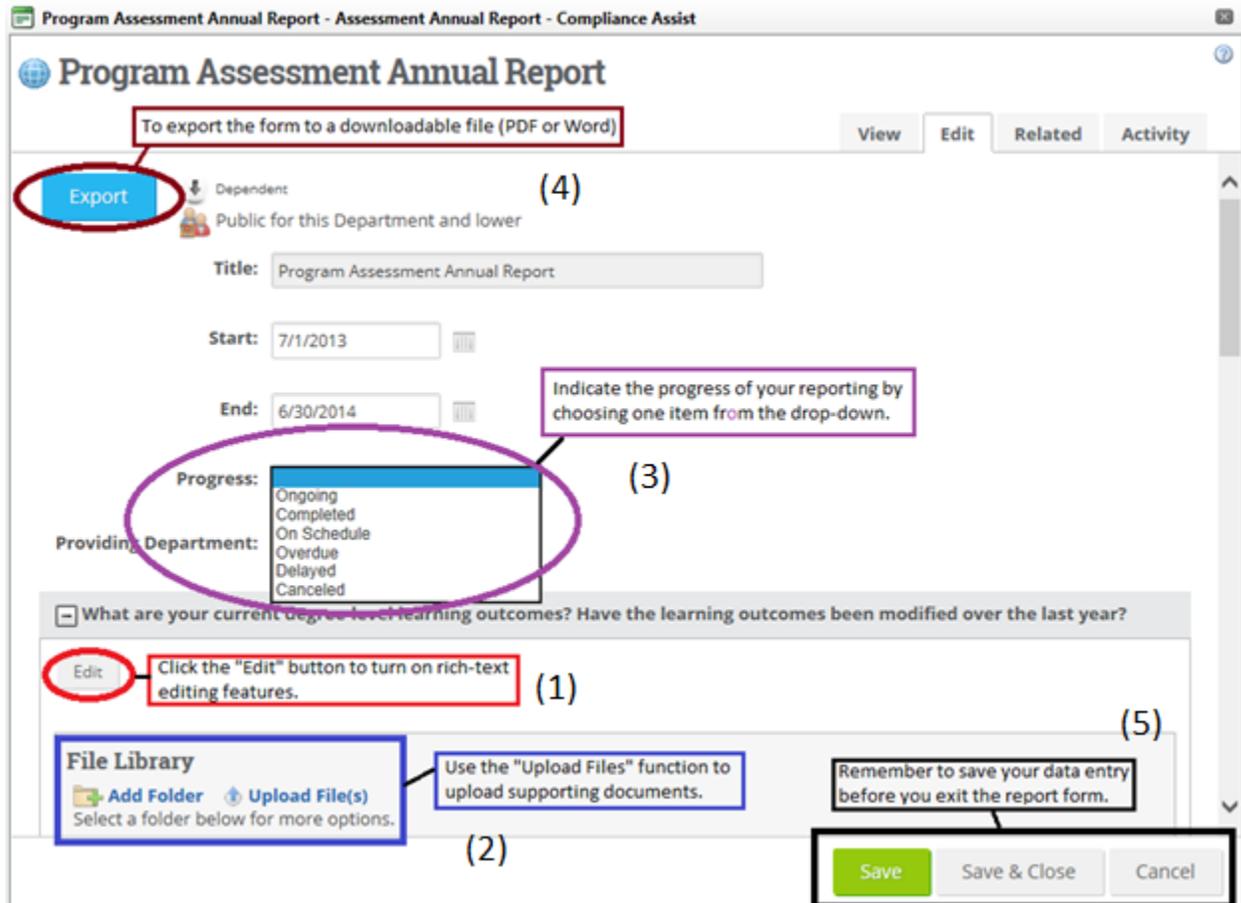
Role
No Roles Selected

Last modified 6/13/2014 at 6:35 PM by [administrator Account](#)  
 Created 6/13/2014 at 6:34 PM by [administrator Account](#)

- To start entering your narratives, click “Edit” at the right upper corner



- Click on “Edit” underneath each of the prompt questions to input your narratives, comments and/or data summary (numbered “1” in the chart below). If you have supporting documents that you like to upload to the system, you may also utilize the “Upload Files” feature (numbered “2” in the chart below) to get your documents organized and stored in this system. If you do not have any information for a certain question, simply provide a brief explanation to describe reasons why information is not available this year.



- Once you are done with the form, update your “Progress” by choosing a corresponding option from the drop-down list (numbered “3” in the chart above). If you wish to obtain a copy of your input, you may export your report by using the “Export” function (numbered “4”

in the chart above). This function will generate a downloadable file in various formats including PDF and MS Word. Always remember to save your data entry before you exit the report form or the system (numbered “5” in the chart above).

7. After saving your information, you may click on “Related” at the upper right corner to link your assessment plan and your assessment annual report. To create alignments between those two forms, click “Add” under the option of “Items this Assessment Annual Report Supports” and start editing.

The screenshot shows a web interface with a top navigation bar containing buttons for 'View', 'Edit', 'Related' (circled in red), and 'Activity'. Below this is a section titled 'Items This Assessment Annual Report Supports' with a '+ Add' button (highlighted with a blue box) and a '- Remove Selected' button. A callout box points to the 'Add' button with the text: 'Click "Add" to set up alignments between assessment reports and assessment plans.' Below the buttons is a table with columns: Type, Number, Name, Start Date, End Date, Provider, and Progress. Below the table, it says 'This item does not support any other items.' and a green callout box points to a message: 'Currently, those two options are not available.' Below this is another section titled 'Items Supporting This Assessment Annual Report' with the text 'This item can not be supported by any other items.' Below that is a section titled 'This Assessment Annual Report Relates to the Following Sections' with a '+ Manage' button. Below the 'Manage' button is a table with columns: Course Subject, Course Number, Section Name, Section CRN, and Course Name. Below the table, it says 'No sections to display.'

8. Each of your learning outcomes and assessment measures on your assessment plan is entered to the assessment system individually in order to facilitate alignments between various components of the plan and annual reports. If your annual report for this year has addressed all of your learning outcomes by utilizing all proposed assessment measures, you will check off all the boxes. However, if your report for this year covers some of your learning outcomes and a few assessment measures, then you may choose to check off those boxes that correspond to those particular learning outcomes and measures. Make sure you click “Add” at the lower right corner of the form to save your alignments.

Filter: Fiscal Year: All  
Learning Outcomes, Measures & Planned Use of Results

**Edit Filter** Edit your filter to show all fiscal years.

My Roles
  All Roles

		Number	Name
University of Kansas Academic Affairs College of Liberal Art African and Africa BA BGS MA American Studies BA BGS MA PHD Anthropology BA BGS	<input type="checkbox"/>		Learning Outcome 1  <a href="#">Interpret, analyze, and evaluate dramatic literature and performances within the cultural contexts of theatre history using basic critical thinking and written and oral communication skills.</a>
	<input type="checkbox"/>		Learning Outcome 2  <a href="#">Develop, transform, articulate, and express clearly formulated visual, written and oral communication skills.</a>

Check off the boxes corresponding to learning outcomes or measures that your report addresses this year.

## V: Support and Resources

Please feel free to contact Ying Xiong at [yxiong@ku.edu](mailto:yxiong@ku.edu) to schedule one-on-one consultations regarding the degree-level assessment process and its online submission. More information about assessment support and resources can be found at

KU Assessment Website: <http://assessment.ku.edu>

**Note:** *The Assessment System Online (ASO) is used for other assessment activities including Kansas Board of Regents (KBOR) assessment of four critical learning outcomes (written communication, oral communication, numeric reasoning, and critical thinking), KU Core Review and assessment, program review, professional (e.g., NCATE for School of Education) or regional accreditation (i.e., HLC for the institution), as well as the Doctoral Dissertation Assessment process through ASO's Baseline module. Instructions on how to use KU ASO for those activities will be available soon.*

## **Appendix A: Degree-Level Assessment Process**

Recommended and Approved by UAAC<sup>1</sup> in Spring 2014

### **Purpose:**

Assessment of student learning outcomes at the University of Kansas aims to improve program quality, promote student success, and enhance the value of KU degrees to students, alumni and the state. Information collected through the assessment process is also used to respond to the requirements from the Kansas Board of Regents and the Higher Learning Commission. This document delineates assessments expectations and provides guidelines to facilitate assessment activities at the degree level.

### **Assessment Process:**

In mid-December 2013, each academic unit submitted an assessment plan for each degree program addressing the following critical components:

1. What are the degree-level learning outcomes?
2. What data will be collected to assess the learning outcomes?
3. How are the data being used to improve student learning?

Going forward, units will implement their assessment plans and make an assessment progress report by mid-November each year. Units must conduct data collection on at least one student learning outcome each year. Though use of assessment results is not required every year, units are expected to document their use of assessment results for program improvement at least every 3 years. It is also expected that a full assessment cycle (assessment of all learning outcomes) will be completed at least every 8 years.

Generally, an assessment report will reflect assessment data from the prior academic year. The report should provide information about progress made in evidence collection, results interpretation, and use of results. Below are questions that may guide your thinking:

1. What are your current degree-level learning outcomes? Have the learning outcomes been modified over the last year?
2. What assessment data were collected in the past year? Which learning outcomes do the data address?
3. What are your current findings based on the data you collected?
4. What recommendations have been generated from discussions of assessment results among the faculty?
5. What changes did you make as a result of these assessments in the past year?

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<sup>1</sup> UAAC is a standing faculty committee charged by the Provost to promote student learning outcome assessment as a means of understanding, documenting and improving the quality of student learning. It is composed of 15 faculty representatives from all divisions and schools at KU.

## **Documenting, Reporting and Using Assessment Results for Program Improvement**

The ultimate goal of student learning outcomes assessment is to enable faculty and programs to plan and implement program improvements to facilitate student learning. In order to achieve this goal, assessment needs to be a shared responsibility.

- Program faculty are expected to document how they have collected, analyzed, reviewed, and used the assessment results to enhance their programs as a whole.
- Department chairs and program directors are responsible for coordinating student learning outcomes assessment within their units. They are also responsible for engaging faculty in discussion and use of assessment results.
- Deans are responsible for coordinating student learning outcomes assessment within their schools. They are also responsible for establishing internal reporting processes and schedules that ensure that assessments are occurring on a regular basis, and that the results are being used to improve programs as appropriate.
- The Senior Vice Provost for Academic Affairs coordinates the assessment process, in collaboration with the University Academic Assessment Committee (UAAC), and discusses general recommendations at the university level with deans, department chairs and undergraduate and graduate directors as needed.
- The University Academic Assessment Committee (UAAC) considers general assessment issues and makes recommendations to the Office of Academic Affairs.

### **Assessment System Online (ASO):**

All degree-level assessment plans are stored in the Assessment System Online. Department chairs, program directors and delegated assessment contact people are given access to the system to review, refine and report on their assessment progress.

Login instruction:

1. Copy and paste the ASO URL <http://ku.compliance-assist.com> into your web browser.
2. Use your KU Online ID and password to login.

### **Assessment Policies**

Degree-level assessment activities at KU are guided by assessment policies and standards from the Higher Learning Commission (HLC), Board of Regents, professional accrediting agencies, and best assessment practices nationwide. Below are links to HLC & KBOR assessment policies:

<http://policy.ncahlc.org/Policies/assumed-practices.html>

<http://www.kansasregents.org/resources/PDF/2582-BoardPolicyManual.pdf>