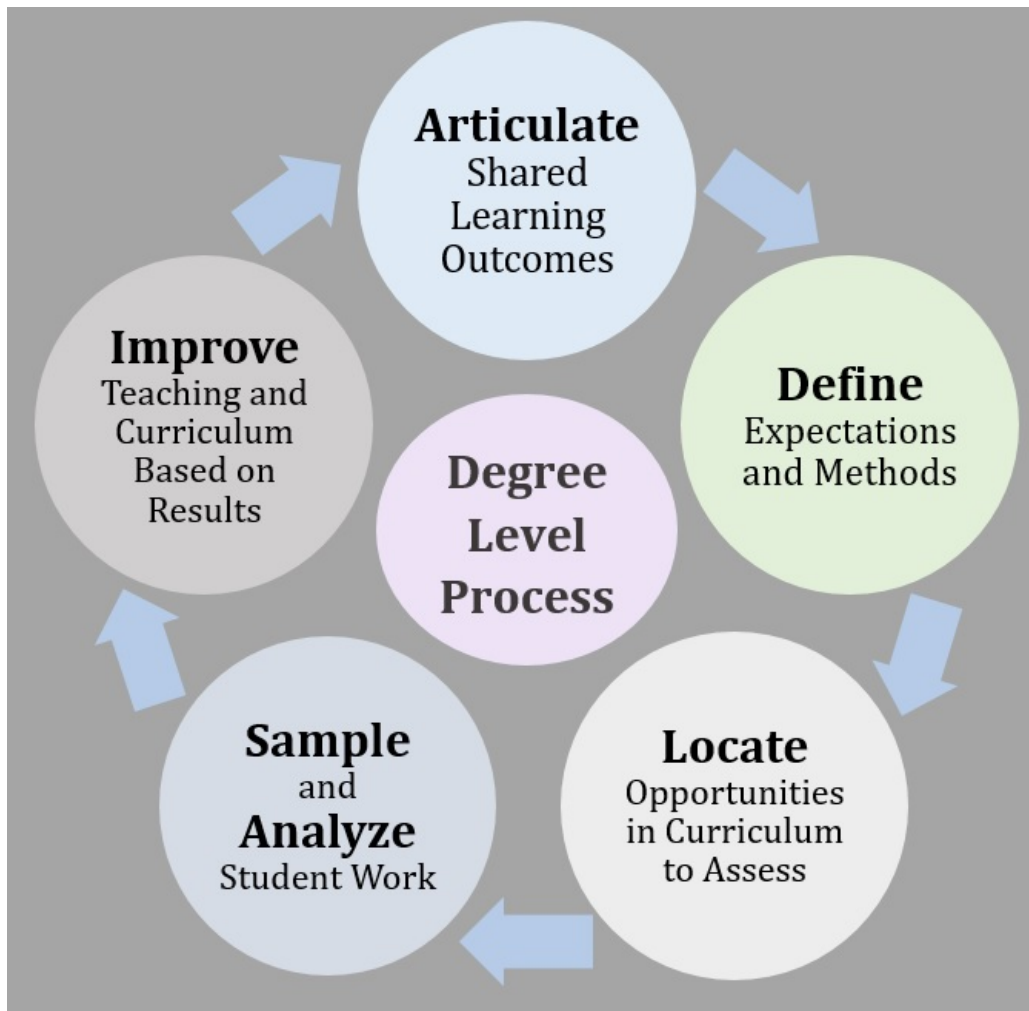


# Assessment System Online (ASO) User Manual and Resources for Degree-Level Annual Reports

*Please have your reports submitted by November 14, 2017*

**Thank you for your efforts on behalf of your students and colleagues!**



Assessment – or the study of student learning – has three main purposes at KU:

- collect data about students that leads to action in promoting student success
- enhance the value of KU degrees to students, alumni, and the state
- respond to the Kansas Board of Regents and the Higher Learning Commission

The process of assessment allows us to tell our stories: how are KU, our programs, and our faculty and staff creating engaging learning experiences for our students?

As a part of this process, each department is asked to annually report on student learning within each of its degree programs. All assessment reports will be reviewed by the University Academic Assessment Committee (UAAC), a standing committee of faculty representatives from each school and the College. This report and review process yields important data on student learning, and helps KU meet the HLC accreditation requirements. Please note that the degree-level assessment report also informs the Board of Regents program review, prepopulating the self-study with your data, which will ultimately be shared with external reviewers, dean’s level review, grad program review, provost review, and Regents review.

## Helpful Resources and Links

KU has put together a useful webpage of resources for degree-level assessment: <https://assessment.ku.edu/degree-level-assessments>

The CTE will host two seminars on the nuts-and-bolts of filing your report during early September. Details on these seminars and the RSVP form can be found here: <https://kuoirp.wufoo.com/forms/cte-lunch-workshops-for-annual-assessment/>

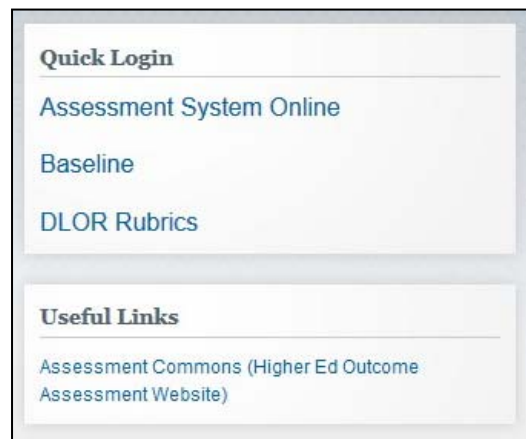
Every year, the UAAC awards one degree program \$5,000 for excellence in assessment. This year, the award will be given to a graduate program and the self-nomination form is here: <https://assessment.ku.edu/2018-ku-degree-level-assessment-award-nomination>

**Questions about the ASO website and assessment can be directed to Dr. Joshua Potter** in the CTE at [joshuadpotter@ku.edu](mailto:joshuadpotter@ku.edu) or 785-864-4112. He is happy to correspond over email, phone, or in person, and can meet you in your department or the CTE.

## Login

To access the KU Assessment System Online (ASO), first visit the University’s webpage for the study of student learning: <http://assessment.ku.edu>

In addition to many helpful resources and examples of assessment, you will see a “Quick Login” box at the upper right. Click on “Assessment System Online” to enter the ASO interface. In order to sign in, you will need to enter your KU Online ID and Password.



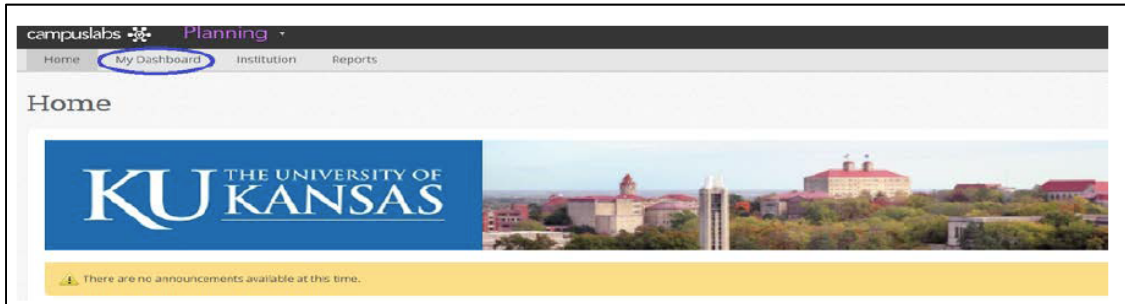
## Dashboard

ASO provides a dashboard to help organize all modules related to Core, degree-level, and program assessment. To access the dashboard, follow these steps:

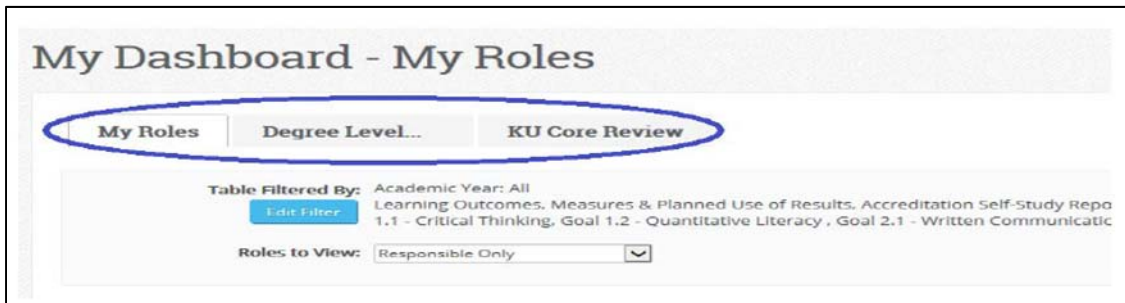
1. Click “Planning” on the left side of the landing page.



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



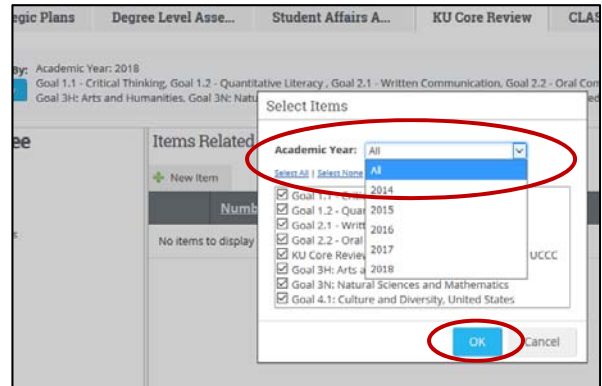
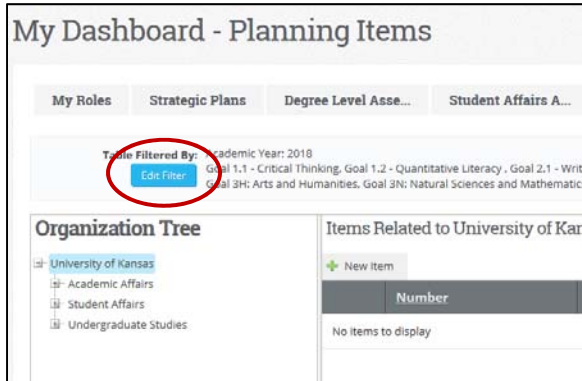
3. You will be directed to the dashboard which will contain tabs for assessment processes in which you have been assigned roles. To begin your degree-level report, click on the “Degree Level...” tab.



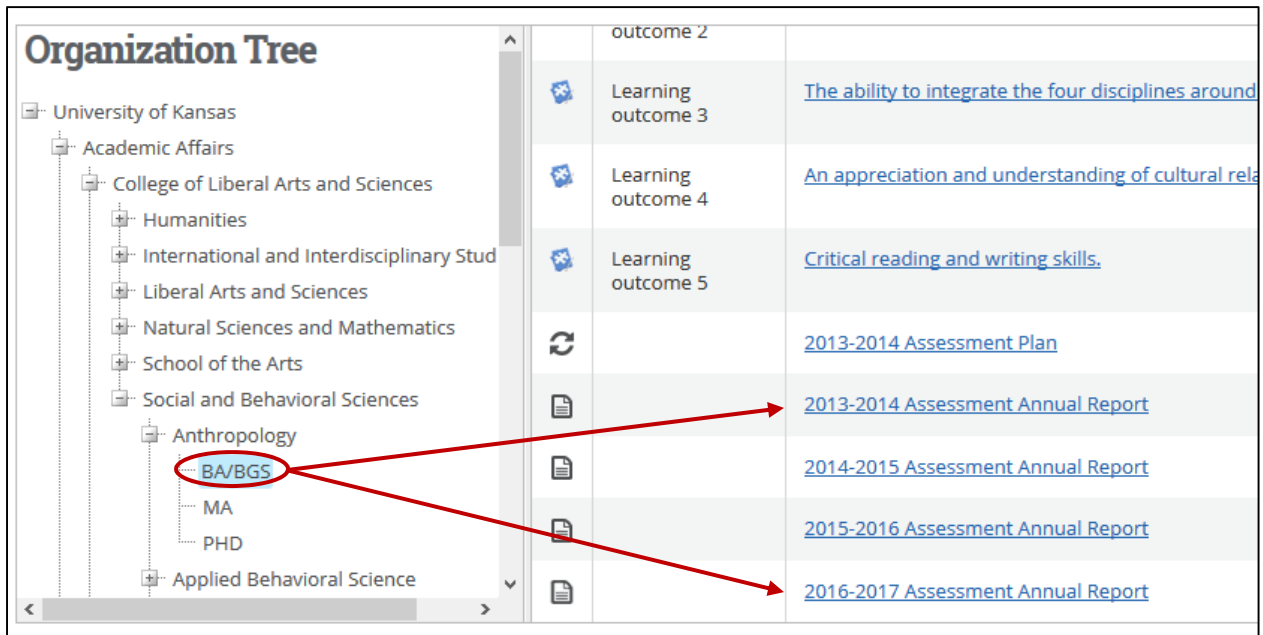
## Accessing Your Department's Forms

KU's assessment staff has already created your department's degree-level forms, one for each degree your department offers (BA, MA, PhD, etc.) However, you will need to navigate a few options to locate these forms. Follow these steps.

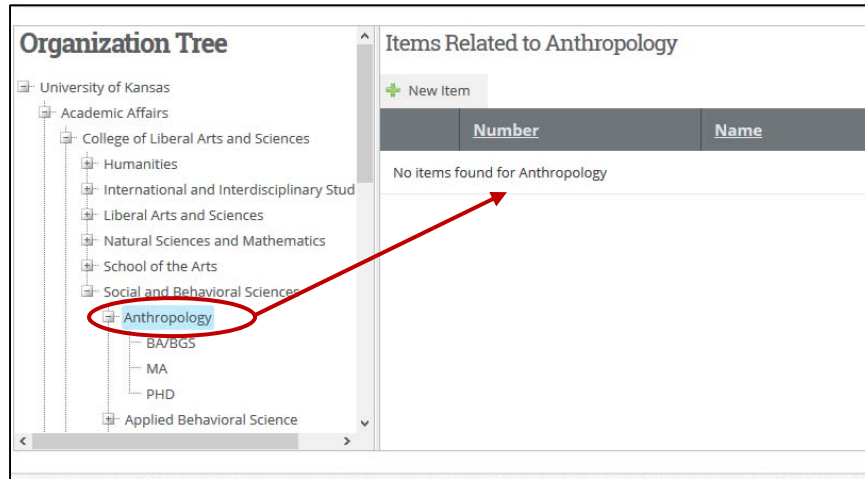
1. Select the filter settings that bring your forms into view. Click on the blue "Edit Filter" button, on the "Academic Year" dropdown menu select "All" and then click on the blue "OK" button at the bottom of the popup screen.



2. On the Organization Tree at the left, navigate to your department's place in the University's organizational hierarchy. Degree-level forms are stored below each department's name; you can click on the degree row (rather than the department's name itself) to bring up the full roster of forms.



But note that accidentally clicking on only the department's name fails to reveal any degree-level report forms.



## Submitting Your Department's Form(s)

You are looking for the “2016-2017 Assessment Annual Report” form, which should in most cases be at the very bottom of the list of forms. In the NAME column, which includes the title of the form, you’ll notice that the text is a blue hyperlink. Clicking on this text will bring up the report form itself. On the form, there is a tab in the upper right corner called “Edit.” When you click on this tab, you will be able to begin filling out the form.

The screenshot shows the '2016-2017 Assessment Annual Report' form. At the top right, there are tabs: 'View', 'Edit', 'Related', 'Activity', and 'Permissions'. The 'Edit' tab is circled in red. Below the tabs, there is an 'Export' button and a 'Dependent' section with a user icon and the text 'Public for this Department and lower'. The form fields include: 'Title: 2016-2017 Assessment Annual Report', 'Start: 7/1/2016', 'End: 1/31/2018', and 'Progress: [dropdown menu]'. Below these fields, it says 'Providing Department: BA/BGS'. A question is displayed: '1. What question did your department pose about student learning during the 2016-2017 academic year? That is, what were you interested in learning about your students through this process?'. There is an 'Edit' button below the question. At the bottom, there is a 'File Library' section with 'Add Folder' and 'Upload File(s)' options. At the very bottom, there are three buttons: 'Save', 'Save & Close', and 'Cancel'.

This annual report form is the same for every department. **Note:** you do not need to adjust the “start” and “end” academic year dates, nor the title of the report.

2016-2017 Assessment Annual Report

View Edit

Export

Dependent  
Public for this Department and lower

Title: 2016-2017 Assessment Annual Report

Start: 7/1/2016

End: 1/31/2018

Progress: [dropdown]

Providing Department: BAVBGS

Below this, there is a “progress” counter; as you work, please mark this counter as being either “Ongoing” or “Completed” (you can safely ignore the other options on this dropdown menu). If you intend to come back to keep working, mark “Ongoing.” If you are finished working on the form, please mark “Completed.” This will help your colleagues in the UAAC and your collaborators in your home department keep track of progress. **As always, click “Save & Close” at the bottom of the form when you are finished working.**

Thereafter, each form has a series of questions that each include **(a)** the question prompt, **(b)** an icon for additional information that is revealed when you hover over the icon with your cursor, **(c)** an “Edit” button that opens a text editor allowing you to insert your response to the question, and **(d)** an optional space for you to upload any supporting documents. These four parts are highlight in the image below.

1. What question did your department were you interested in learning about you

The process of assessment is chiefly an inquiry-driven (rather than compliance-driven) enterprise. This is a real opportunity for faculty to frame and answer questions about their students, the answers to which will help them revise their curricula and classroom strategies.

Edit

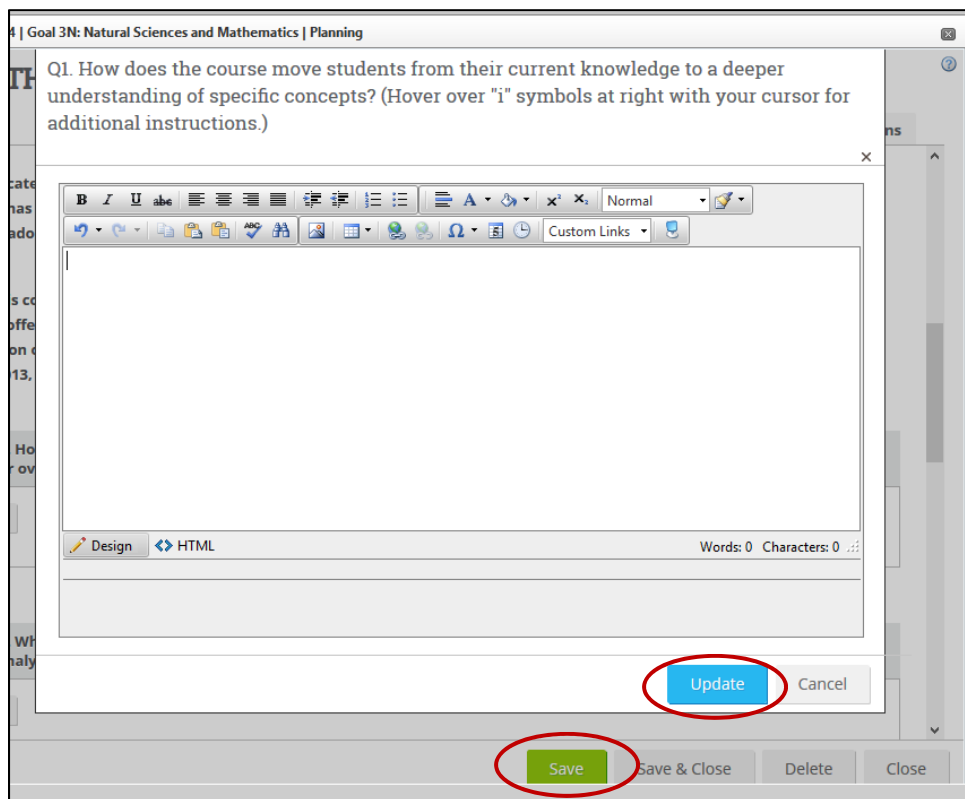
File Library

Add Folder Upload File(s)

Select a folder below for more options.

Empty

Click “Edit” to open up a text editor. After you have finished answering a given question, click the blue “Update” button to close the pop-up box and return to the main form screen. *You might also periodically “Save” your progress with the green button as you work.* **Clicking “Update” will not automatically save your progress.**



**Remember:** *you don't have to complete your form in one sitting;* be sure to click “Save & Close” if you want to come back to the form later on. When you sign back into ASO again, follow the steps above by clicking on your dashboard, KU Core Review, the filter year, your department, the name of the course, and the “Edit” tab.

**Thank you so very much for your efforts on behalf of your students and colleagues.** The UAAC and Academic Affairs appreciates your time in helping us work toward the betterment of student learning and degree quality at KU.

## Appendix: The 2017 Report Questions

1. **What question did your department pose about student learning during the 2016-2017 academic year? That is, what were you interested in learning about your students through this process?**

*The process of assessment is chiefly an inquiry-driven (rather than compliance-driven) enterprise. This is a real opportunity for faculty to frame and answer questions about their students, the answers to which will help them revise their curricula and classroom strategies.*

2. **What was your plan for collecting evidence of student learning the past year? Who in your department (i.e. chair, committee, support staff, graduate students, etc.) helped out?**

*There is no “one size fits all” approach to assessment. You might survey graduating seniors, sample student assignments from several different courses, or focus on a particular entry-level or senior capstone course. Whatever your approach, we’re interested in a brief discussion of what you implemented and who helped out in the process.*

3. **Please include a numerical or narrative summary of your results. For example, rubric-based data could illustrate the percentage of students in each category. Qualitative data could discuss major themes that frequently emerged in responses.**

*We would like to see in the report the actual data your department collected. This would include some discussion of the “substance” of the data (i.e., detailing the list of themes or outlining the components of a rubric) as well as the “distribution” of how many students exhibited a certain theme or level of skill on the rubric.*

4. **Substantively, what have you learned about your students from the evidence you collected? Does this new knowledge raise additional questions or point to a need for additional types of data?**

*With the data in hand, what do you now know about your students that you did not previously? Are there other, future avenues of inquiry you might pursue as a result of this new knowledge? The study of student learning is cyclical and ongoing.*

5. **What recommendations for course or curriculum revision have been generated from discussions of these results among the faculty? If no discussions have taken place, what recommendations do you, as the author, have for course or curriculum revision?**

*This is, perhaps, the single most important aspect of the exercise, what is often referred to as “closing the loop” of assessment. Data collection and analysis, on their own, are not inherently valuable; rather, their value rests in orienting us toward revision and improvement.*

6. **Optional:** KU has an assessment specialist as well as a faculty-led committee on assessment. If you have questions or have suggestions about this process, please let us know. Thanks for your time on behalf of your students and colleagues.