

# | Administrative and Academic Support

The provost, director of academic assessment, and representatives from Institutional Research and Effectiveness and the accreditation liaison are ex officio, non-voting members

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While not committee AASAC members, department coordinators are central to institutional effectiveness process. Department Coordinators for an administrative or academic support department are appointed by the corresponding department head. The Department Coordinators should be very familiar with the department to which they are assigned and have the ability to lead change in the department.

The duties of a Department Coordinator are to:

- enter departmental assessment plans in the assessment management program.
- collect and coordinate assessment data from staff responsible for implementing assessment measures.
- enter all findings, action plans, and answers to analysis questions in the assessment management system.
- lead an annual department unit discussion about assessment data and results, comparing the results to those of prior years. The discussion should result in the development of Action Plans that seek to improve student learning/development or departmental effectiveness.

The AASAC's vision is to foster and sustain a productive "culture of assessment" at Florida Institute of Technology by emphasizing the positive impact of the assessment process on the effectiveness of administrative and academic support units as this process pertains to the student experience and/or the sustainability of the institution.

1. To define, review, and recommend policies and procedures that help maintain an administrative and academic support assessment process at Florida Tech.
2. To assist administrative and academic/student support units with assessment of the student experience and/or sustainability of the institution.
3. To encourage unit and university response to assessment plan findings and to support their use in university planning and budget processes.
4. To recommend appropriate actions to executive leadership that are critical for sustaining the assessment process and promoting the culture of assessment at Florida Tech.

The minimum number of outcome statements per department is three. For units with a strong learning component (Evans Library, Academic Support Center, etc.), at least one outcome must focus on student learning. For units designated academic or student support units, the majority of the outcomes should focus on assessing the support provided to students. The unit is encouraged to use multiple measures to assess an outcome where appropriate. A university-wide student survey will be administered biennially for those who wish to use student survey feedback as one or more of their assessment measures.

Assessment reports due	June 1			
Review assessment findings, develop data-				