The Forgotten Step: Incorporating Students into the Assessment Process

Case Study

Benefits of inclusive assessment practices

Making this model work
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Making this model work
Students as part of an assessment team
&
Students as key constituents
Incorporating Student Employees in Quantitative and Qualitative Assessment

- Quantitative data
  - High-five surveys
  - Peer Tutor Reports
  - Traffic Data
  - Annual Surveys
- Qualitative
  - Focus groups
Assessment as a Discussion

Annual survey developed with the help of student employees. A data collection plan is in place, executed by student employees.

Data analyzed by student employees and presented.

Student employees write PIR questions, some informed by interviews and survey data collected and analyzed by student employees.

More focused PIR questions asked student staff for input. (Thinking to next fall, when there are 2 The Study locations. As a result, would it be better to have smaller subsets available for a large amount of time in one location or to have the smaller subsets available for smaller amounts of time at both locations?)

More focused questions added to annual survey.

'If generally come to The Study from...
- Dorm
- WT Young Library
- Work
- Chem/Phys Building

SPC's analyze survey data and send PIR questions.

Transparent planning for opening second peer tutoring location.
Annual Survey developed with the help of student employees & data collected, in part, by student employees

- 49% of AY12-13 survey respondents reported they would likely access the program more often if it were available in a second location, compared to 37% of respondents in AY11-12.
- PLEASE PLEASE PLEASE set up a second location on North Campus, maybe at the Student Center? I live close to North Campus and having to walk to South Campus to go to The Study can be very inconvenient, impossible, and dangerous at times.

Data analyzed by student employees (and professional staff)

Student employees write PIR questions. Some informed by traffic and survey data collected and analyzed by student staff

Question: Assessment data demonstrates that about 35% of UK freshmen come to The Study...
Student employees write PIR questions, some informed by traffic and survey data collected and analyzed by student staff.

Question: Assessment data demonstrates that about 35% of UK freshmen come to The Study for Peer Tutoring. Why aren't the other 65% coming?

"I think that a possible reason as to why over half of the freshman class has not come to The Study is because of its location."

"Inconvenience of the location being that it is very far from North campus".
I generally come to the Study from...

- Dorm
- WT Young Library
- Work
- Chem/Phys Building

More focused questions added to annual survey.

"I think that a possible reason as to why over half of the freshman class has not come to the Study is because of its location. Inconvenience of the location being that it is very far from Nettic campus."
More focused PTR questions ask student staff for input

(Thinking to next fall, when there are 2 The Study locations) As a tutee, would it be better to have smaller subjects available for a large amount of time at ONE location or to have the smaller subjects available for smaller amounts of time at BOTH locations?

SPC's analyze survey data and develop PTR questions
Transparent planning for opening second peer tutoring location

PTK responses read by SPC's each week and analyzed by assessment coordinator

More focused PIR questions ask student staff for input

(Thinking to next fall, when there are 2 The Study locations) As a

location on North Campus, maybe at the Student Center? I live close to North Campus and having to walk to South Campus to go to The Study can be very inconvenient, impossible, and dangerous at times.

"I generally come from . . ."
Making Assessment Data Available to Students (and other constituents)

• Recruitment and Orientation Process
  • Data as Persuasion vs Data as Deterministic
• Training & Professional Development Sessions
• Assessment Plan and Annual Report
• Presentations
• Scholarly Contributions
Making Assessment Data a Part of Policy and Procedure Implementation
Benefits of inclusive assessment practices
Increased Buy-In

Student Clients

Student Staff

Faculty

Administrators
Member-Checking
Participating in Assessment as Undergraduate Research
Transparency
Making this model work
Utilize Student Skill Sets

- Technology
- Scientists in training
- Data analysis
- Leveraging student networks
Develop Students as Scholars and Leaders

- Demonstrating the links between empirics, theory, and practice
- The scholar-practitioner model
- Providing a space for student-led assessment initiatives
Decide where students fit into your assessment plan

- Selecting student-staff as assessment agents
- Defining roles
- There are inevitably parts of your assessment plan or cycle where students will add insight and expertise
- There are also inevitably points at which their skills are not yet developed enough to contribute
- Think critically about where students fit into your plan as part of your assessment team
Consider how results will be shared with constituents

- As you work to develop assessment processes, consider how what you find will be shared.
- Which assessment practices lend themselves to being shared broadly with your student staff? In training, a professional development session, or simply via email?
- Are there data points you want to celebrate with your student staff? Your 100,000th visit, a week without a negative survey result, or amazing qualitative feedback from an annual survey?
- Sharing aggregated survey data and analysis of data with the whole campus community.
Make results accessible to everyone, including students

- Available vs Accessible
- Adaptation for different audiences--including student audiences
- Assume students are interested in the process and the data because many actually are
- Your website as a platform for transparent assessment practices
Assessment Projects in which Students are Involved

- Peer Tutor Reports (writing questions and reviewing responses)
- Annual Peer Tutoring Program Survey (survey development and administration and data analysis)
- Focus Groups (facilitating, transcription, data analysis)
- High-Five Survey (survey development, technology implementation, review of responses)
- Peer Tutoring Program Observations (tracking of SPC's written observations of Peer Tutoring Program operations)
- Traffic Data (technology implementation and data analysis)
- Creation of Academic Enhancement Annual Report (data analysis and compilation)
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