Multiple approaches to including students as partners in your assessment practices

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Plan

- Students as Partners
- Examples from…
  - Tutoring & Reading Center
  - Center for Undergraduate Scholar Engagement
  - Sociology Courses
 - Statistics Courses

Students as Partners

Student as Partners Definition

A collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision making, implementation, investigation, or analysis.

Cook-Sather, Bovill, & Felton, 2014

GVSU's Assessment Planning and Reporting Model
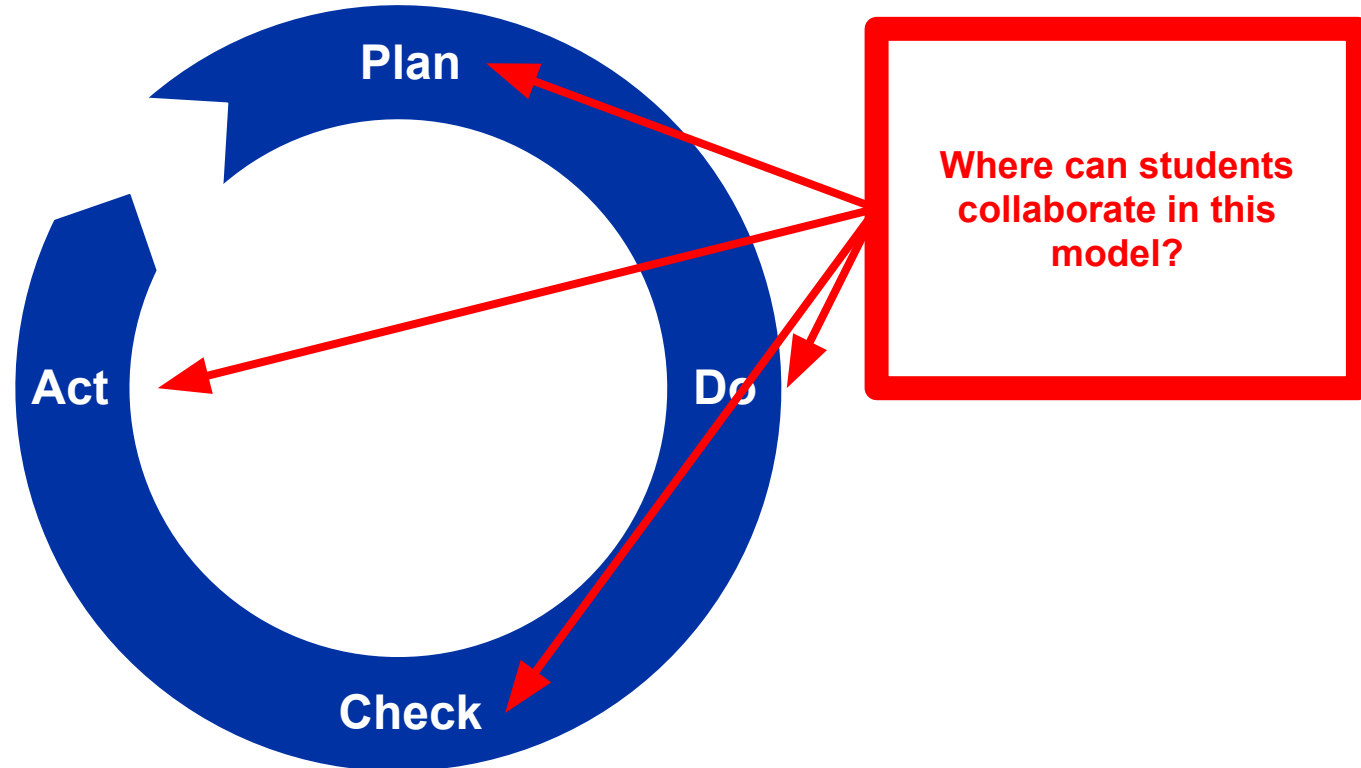
Tutoring & Reading Center

Students as Experts

We partnered with three courses to help design tools for usage, assessment, and scheduling, allowing students to play the role of experts and putting us in the "client" seat

- **Plan: Partnered with MTH-498 Capstone course in Winter 2024**
  - A group of students created a tool for data-informed tutor scheduling by assessing 5 years of usage data and built templates in Excel for future use
    - Past usage by class, heat maps, demand, etc.
    - We use the templates as a basis for every semester!
- **Check and Act: Partnered with STA-301 Survey Design course in Winter 2023**
  - Two students treated the TRC as clients to design a survey to solve a problem
  - The survey: a non-user survey to determine who does not use tutoring and why
  - The results: n=568; helped inform programming, marketing, etc.
- **Check and Act:Partnered with STA-419 Capstone course in Winter 2024**
  - Helped dig deeper in SLA demographic data
    - Impact by race, gender, incoming GPA, etc.
  - Assessment beyond grade distribution
  - Helped determine future SLA course offerings

Students as Professionals

- **Do, Check, & Act: We allow tutors and facilitators to assist with survey building and assessment**
  - What do they want to know about their performance?
  - What feedback would be helpful for them?
  - What should we be measuring–from a student perspective
  - Test surveys for real-time student feedback
    - Too long? Not clear?
- **Do, Check, & Act: Peer observations and feedback**
  - Tutor and SLA observations completed by experienced peer mentors
    - Training on observing and delivering constructive feedback
    - Help with quality control and assessment; allow for a more natural "lower-stakes" assessment environment

Center for Undergraduate Scholar Engagement

From Student as Subject to Student as Evaluator

"Student as Subject" Assessment Mindset

- SLO/ SCO centered
- Reliance on staff's skill
- Instruments focus on ease and current knowledge
- Similar experience with STA 301 and GrandPR

"Student as Collaborator" Assessment Mindset

- Forces a shift in thinking
- Increased discussion on student learning
- Reliance on student skill and feedback
- Demonstrating best practice

Dr. Amanda Buday and Rylie Dorman preparing surveys.

Student as Subject

The assessment process is more clear.

Assessment is mechanistic.

Driven by deliverables.

Focus is efficiency and completion.

- Determine SLOs/ SCOs
- Create a co-curricular map
- Create an assessment plan
- Design instruments needed to assess the plan.

Plan

- Deploy the instruments.
- Collect data.
- Interpret the data.

Do

- Adjust programs and services to align with SLO/ SCOs
- Review and redesign instrumentation
- Update assessment plan.

Act

Check

- Review the assessment
- Review any inconsistencies
- Review areas of concern and successes
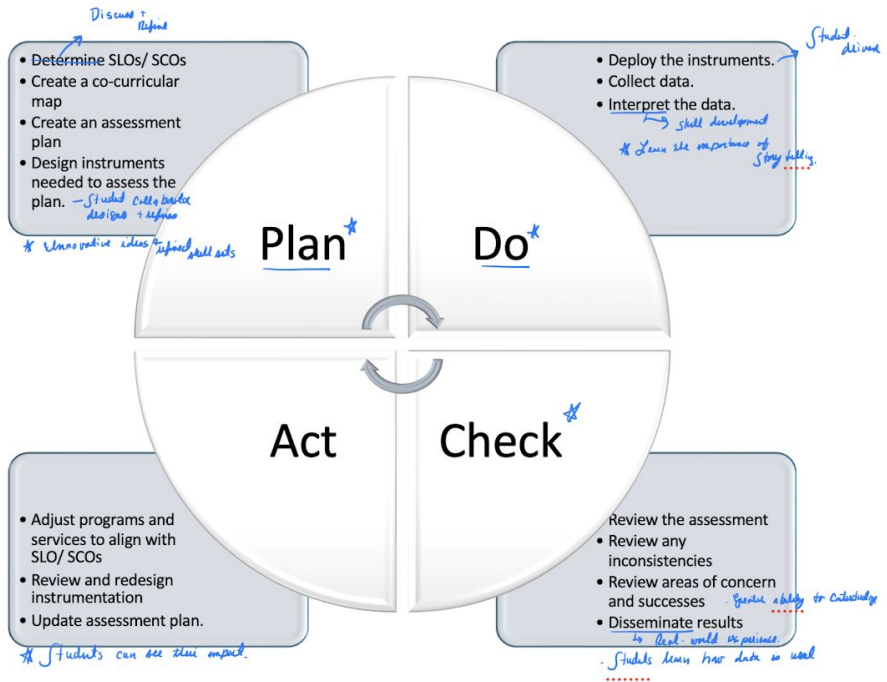- Disseminate results

Student as Collaborator

The focus shifts to the tasks within the process.

Assessment is organic and a dialogic.

Driven by curiosity and best practices.

Focus is teaching, mentoring, and learning.

Sociology Courses

Quantitative Research in Sociology (SOC 304) - working with University Client

Goal: Develop baseline of student interest and experiences in high-impact practices at GVSU

Plan: Discuss and draw on their experiences to develop key topics to explore, then tools to conduct the research

Do: Conducted research: survey finalized, data collected and analyzed

Check:

- Reporting to client (CLAS Voyage/CCEL)
- Peer assessment of final presentations given by other groups; Peer assessment of other students in their group; Self assessment of their growth/learning over the semester, including advice they would give to their past self and to the instructor

Act: Confirming results and developing understanding in upcoming course (Qualitative Methods)

Qualitative Research in Sociology (SOC 305) - continued collaboration

Goal: Explore barriers that limit/restrict access to experiential learning for GV students

Prior to the term, based on previous course, focal themes for groups were identified. Groups focused on either a type of experiential learning (e.g., internships) or a student group (e.g., first generation students).

Plan: Groups explored literature and created tools to undertake research on their focal topic. Sampling determined. Preliminary in-class focus groups to discuss appropriateness of planned approach undertaken.

Do: Conducted research: interview guides finalized, data collected, textual analysis undertaken

Check:

- Reporting to client (CLAS Voyage/CCEL)
- Peer assessment of final presentations given by other groups; Peer assessment of other students in their group; Self assessment of their growth/learning over the semester, including advice they would give to their past self and to the instructor

Statistics Course

Semester-long Portfolio

Plan **Do** **Check** **Act**

Week 1: In-class conversations around SOR Learning Outcomes and prior learning

First (& Final) assignment: Goal Setting (Personal & Course) written as a Cover Letter

Second assignment: Aligning First Module Content to Learning Outcomes & Portfolio Brainstorming - Bradford & Peer Reviewed

Third assignment: Week-long team data competition with presentation - aligned to Learning Outcomes

Fourth assignment: Job Ads Analysis - align to Learning Outcomes and Goals

Sixth assignment: Draft Portfolio submission - Bradford & Peer Reviewed

Seventh assignment: Week-long team data competition with presentations - aligned to "client"

Final assignment: Portfolio submission with presentation

Freebies

Articles, Books, Chapters

[How can students-as-partners work inform assessment?](#)

[Moving toward student-faculty partnership in systems-level assessment: A qualitative analysis](#)

[A framework for developing student-faculty partnerships in program-level student learning outcomes assessment](#)

[Student-Focused Learning and Assessment](#)

[Student partnership and engagement in assessment](#) (from [Trends in Assessment, 2nd Ed](#))