Getting Students On Board with the Assessment Process

A Step Toward Improving Student Learning and Success

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Challenges of Learning Assessment Work

Session Objectives:
1. Employ the Input-Experience-Output Model
2. Describe the Teaching-Learning Interaction
3. Discuss Reasons for Engaging Students
4. Highlight Examples of How to Engage Students
The Range of Involving Students: 
Input-Experience-Output Model

1. **Input**: Preparation for study
2. **Learning and Experience While in College**
3. **Output**: Post Graduation – Learning Outcomes

Reflections

Astin, Alexander; Antonio, Anthony (2013)

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The Teaching-Learning Interaction

- The learner and instructor are both explicitly included.
- Entire campus communities involve students
- "Self-Regulated Learning"

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Why Engage Students?

*A collective institutional commitment to assessing student learning engages all who contribute to the educational process, including students themselves*.

*See p. 25 in Maki, P. (2010).*
Why Engage Students?

Two major benefits to involving students in the assessment process*

1. Students become more actively engaged in their own learning
2. Faculty and staff are able to plan, implement, and use assessments more effectively


Why Engage Students?

1. Students become more actively engaged in their own learning

Examples of Specific Benefits:
- Students consider what they should know or do following an assignment
- Students form a link between an assignment & course objectives

Why Engage Students?

2. Faculty and staff are able to plan, implement, and use assessments more effectively

Examples of Specific Benefits:
- Implementation & use is assisted by “buy-in”
- Process is more robust due to multiple perspectives
Why Engage Students?

Student Engagement → Good Assessment Practices → Student Acceptance

Classroom Feedback (Formative Assessment)
1. Participate in Early Alert Systems / Mid-Term Grades
2. Use clear evaluation criteria (rubrics)
3. Create evaluation criteria with students
4. Promote peer evaluation opportunities
5. Use portfolios to document learning and reflection upon learning

“You Spoke. We Listened.” Awareness Campaign

*Partnering with students in the dissemination of results is another way to get students engaged in the process.*

Challenges Related to Engaging Students in Indirect Assessment Work:

• Fatigue
• Trust

Trust:

"I ... asked my friend what UMD does especially well, and they said, 'taking a long time to get things done.' I don't even know why I bother filling out these surveys. I don't fully believe that anyone is reading them."*

*Student comment from Spring 2013 Student Satisfaction Survey

Campaign Goals:

1. To raise student awareness of how the feedback that they provide through surveys and discussion groups is acted upon at the university.

2. To foster a "culture of improvement" at the university.
“You Spoke. We Listened.”
Awareness Campaign

Campaign Objectives:

• Students: increased awareness, greater trust, more motivation

• Faculty and staff: increased interest in & usage of student feedback for improvement

“You Spoke. We Listened.”
Awareness Campaign

• Fall 2013 launch

• Academic & Student Affairs collaboration

• Modeled after similar efforts (Marquette, UNC Wilmington)
“You Spoke. We Listened.”
Awareness Campaign

Student Involvement:

- Initial Concept
- Design Work
- Assessment

*(Braxton et al., 2014).

Brainstorm
The Range of Involving Students

1. Input: Preparation for College
2. Learning and Experience While in College
3. Output: Post Graduation – Learning Outcomes

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Resources Consulted

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