

Sather, 2014).

• Assessment is uniquely positioned to determine

and also posited by Montenegro and Jankowski

do without direct involvement of students.

teaching and provide an inclusive learning

barriers and support equity (Milligan et al., 2021),

(2017), equity-minded assessment is impossible to

Across the globe, interdisciplinary instructors have

been engaging students as co-creators to improve

partners programs place students, instructors, and

staff as colleagues and collaborators in the teaching

environment in higher education. Students-as-

and learning process (Mercer-Mapstone, et al.,

opportunity to "contribute equally, although not

pedagogical conceptualization, decision-making,

• In a review of SaPs literature, Mercer-Mapstone

movement provides a new approach to student

engagement, metacognition, and learning.

to guide partnership development, including

implementation, investigation, or analysis" (Cook-

and colleagues (2017) document how this growing

Additional research provides a tapestry of principles

fostering inclusivity; power sharing; understanding

partnership as a process with uncertain outcomes;

engaging ethically; and undertaking partnership for

transformation (Matthews, 2017). A commitment

to such principles is central to enacting genuine

Students generally occupy roles with limited

necessarily in the same ways, to curricular or

2017; Healey, Flint, & Harrington, 2014; Cook-

Participants in these partnerships have the

Sather, Bovill, & Felten 2014, p. 6-7).

Sather, 2009).

2005, p. 113).

STUDENTS ASSESSING TEACHING & LEARNING (SATAL) LOGIC MODEL

Phase I: Program Framework

Vision	To engage both instructors and students as co-creators of teaching and learning to sustain an inclusive and equitable learning environment at a student-centered HSI & AANAPISI research institution created to serve the communities of the San Joaquin Valley, California and located on land first inhabited by local indigenous people, including the Yokuts and Miwuk.
Mission	Promote and support fruitful student-faculty partnerships and engage all stakeholders as co-creators and active collaborators in the educational development in an effort to enhance teaching, improve student learning, and produce scholarship through the collection of high-quality assessment data that can inform and enhance teaching and student learning.
Goal 1:	Community of Practice: Create and sustain an environment that reshapes power dynamics by promoting the 'good SaP principles' among all partners and create a brave space for faculty and students to explore and experiment drawing from the students' experiences.
Goal 2:	Faculty: Promote research-based assessment approaches and data-informed instructional decision-making among faculty as they work to improve teaching and learning in an inclusive and equitable learning environment.
Goal 3:	Student Interns: Involve undergraduates in experiences that support the development of the institution's mission, strategic plan, General Education Hallmarks (e.g., research, cultural responsiveness, interpersonal skills, self-awareness and intrapersonal skills) and Principles of Community.
Goal 4:	Undergraduates in class: Provide undergraduates a brave space to: a) reflect on their own learning experiences in a non-threatening environment and b) learn how to provide faculty with actionable feedback to close the assessment cycle/loop.
Outcome	1 Identifies our way of relating and working together, which is based on principles of good SaP practice of a) reciprocity, respect, and

responsibility and b) a shift in power dynamics between students and faculty as central to the effectiveness of the partnership work (Cook-

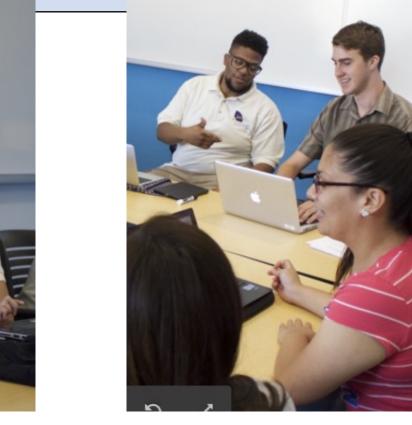
pedagogical changes based on the assessment reports provided by SATAL and meeting with SATAL coordinator and interns to analyze and

consult on assessment findings 2.3. Faculty reflect on their teaching and learning practices, beliefs, feelings, and attitudes and make changes in

Outcome 2 2.1 Faculty report being satisfied with the assessment support provided; the majority will partner with us again. 2.2 Faculty make meaningful

Phase II: Program Assessment Planning

	Participation	SATAL interns	Faculty	Institutional Changes
SATAL	Total # of students	Indirect Evidence:	Indirect Evidence:	Assessment of student
	participating and	Self-assessment survey	Faculty survey on new	involvement in active
Enhances	demographics.	on new insights and	insights gained identifying	learning practices such as
		select skill gains when	instructional modifications	these has made it
		separating from	they have implemented	possible to assess the
teaching,		program	based on the actionable	practices' cumulative
			feedback receive and	learning described as
loorning and			reflection on their own	HIPs.
learning, and			teaching growth.	SATAL advances a
	Total # of faculty	Direct Evidence:	Direct Evidence:	teaching, learning, and a
professional	requesting services	SATAL summary results,	Lesson plans, syllabi,	culture of continuous
	by services, school,	video recordings,	assignments, etc.	improvement on campus.
_	and program.	performance		
learning.		assessment using Value		
		rubrics, etc.		





Phase III: Program Logic Model

Assumptions Theory

their teaching approaches and materials accordingly.

Outcome 3 SATAL interns report insights and gains in skill sets that are useful to them in and beyond the university.

Outcome 4 4.1 Students feel safe to provide their honest feedback to faculty; 4.2 Feedback provided is useful and actionable to faculty.

 A great deal of communication is lost hierarchical relationship between the to communicate to their instructors to to communicate with faculty, and visaversa, in order to properly implement

- SATAL interns care and support or anything".
- practices described as HIPs, which educational research suggests increase rates of student retention and student
- Exit survey results completed by the graduating student workers reported they found the experience to be "powerfully professionalizing," and a strong asset to the students' resume. For some students, the experience impacted life plans.
- agency in academic development (Bovill et al., 2011) and we need to reimagine and create faculty/ staff partnership that liberates everyone involved in teaching and learning and stimulates student with faculty and staff, and enjoy the agency in academic development (Felten et al., 2019). Based on the theorists including Dewey and Freire, some scholars advocated for listening to and projects that have received a 'student voice' (Cook-Sather, 2002; Werder & Otis, 2010) because 'students need to be part of the discussion about learning'(Huber & Hutchings,

- between students and faculty due to the two parties. Students find it intimidating voice personal viewpoints. SATAL interns are a means to bridge the gap. Students learn from the SATAL process that it is ok
- instructors to close the assessment cycle without "making it seem like it was bad
- The SATAL Program offers learning engagement (Kuh, 2008).
- Student workers gain new skills that can be transferred to their careers, network personal satisfaction of completing tasks positive evaluation and a sense of giving back to their institution by serving as a campus resource to faculty and staff.

Inputs

- Input 1: Personnel SATAL Coordinator
- Student Interns

Input 2: Community Office Space or Remote Meeting Platform (Zoom)

Input 3: Support Materials

- Learning Management System for operations and collaboration.
- Software Programs
- IT support Printer and supplies
- Marketing
- Professional conference attendance
- Professional journal subscriptions Trauma-Informed materials

Input 4: Assessment Tools and Protocols

- COPUS
- FOCUS GROUPS
- SURVEYS
- SGID CDOP
- Software for data analysis

Funding from the Office of Undergraduate Education supports the SATAL's Program coordinator, office space, and stipends for a group of diverse, cross disciplinary undergraduate student interns.

Activities

Through PL activities, the coordinator 1.1 Ensures partners understand and uphold the principles of partnership.

1.2 Designs learning experiences and ways of working together that challenge and reshape power dynamics among faculty, staff and students.

1.3 Ensures sustainability of the partnership program (i.e. it does not end when the students graduate).

2.1 Identify and implement research-based assessment tools designed to gather reliable and valid evidence of student learning experiences.

2.2 Provide PL on the use of assessment tools and

2.3 Curate a set of resources to close the assessment cycle 2.4 Focus assessment practices on the effectiveness of the instructional activities with regard to the a) identified student learning outcomes and b) level of student

engagement. 2.5 Partners meet to review assessment findings, implications, and plan follow-up activities.

As pedagogical partners, interns become full participants the assessment of teaching and learning. 3.1 Participate in eight, 2-hours PL sessions as part of the apprenticeship model.

3.2 Work collaboratively with faculty and peers from diverse backgrounds, disciplines and class standing. 3.3 Explore culturally responsive, anti-racist and traumainformed pedagogies to support faculty and program. 3.4 Work responsibly to provide quality support, while maintaining audience awareness and confidentiality. 3.5 Work respectfully when performing in-class assessments and collaborating with others on the team. 3.6 Develop as a scholar: collect reliable and valid qualitative and quantitative data; perform content analysis; write quality summary reports, and present findings. 3.7 Reflect on a) one's PL experiences, work performed, and skills gained

SATAL interns (i.e., peers) conduct script protocols in class 4.1 To establish a safe environment for undergraduates to reflect and voice their perspectives on their lived experiences regarding teaching and learning. 4.2 to elicit actionable feedback for faculty and partners to respond to the students' needs and close the cycle.

Outputs

The outputs of the program define the actual activities of the partnership program.

Critical to this work is the program coordinator facilitating partnership development and ensuring SATAL participants understand and uphold the principles of partnership.

As co-creators of teaching and learning, faculty and students work side by side towards common goals, adopting practices that cultivate respect, reciprocity and shared responsibility for teaching and learning. Participating in a PD course arranged through models interns explore a variety of assessment activities and protocols. Important to their development is learning how to collect and analyze data, as well as report findings regardless of the discipline in which these activities are conducted.

The curriculum is designed to stimulate interest in teaching and learning, build community, foster respect and personal responsibility, and develop actionresearch processes and gain skills that transcend a particular class, discipline, or situation.

SATAL offers faculty a menu of assessment support services, including entry/exit surveys; classroom observations protocols such as Smith, Jones, Gilbert and Wieman's (2013) COPUS and Redmond's (1982) SGID; focus groups and interview sessions; peer-led feedback workshops; and individual consultations regarding assessment data and its implications.

Recognizing the research priorities faculty must meet for tenure and promotion, SATAL represents its services as opportunities to conduct action research in the classroom. Faculty can then use assessment data collected by SATAL interns to supplement their formal teaching appraisal documentation, highlighting areas of strength and ongoing improvement efforts.

Outcomes

to be the results of a fruitful students-faculty. Partnership.

Outcome 1 identifies our way of relating and working together, which is based on principles of good SaP practice (Cook-Sather, 2014).

Outcome 2 & 3 address the results of the joint

ownership for teaching, learning, and assessment that is central to enacting this SaP program. Traditional power dynamics are transformed into shared power structures by collecting the student perspective in their educational experiences. As a result, faculty gain valuable insight into the impact of their instructional decisions and begin to consider alternative, and often pedagogical approaches such as active learning. Besides, SATAL Interns learning about instructional practices gain skills that would otherwise be gained only by those working in research labs. Moreover, as faculty research the curated literature, reflect on their own teaching practices, beliefs, feelings, and attitudes, they explore and embrace trauma-informed and anti-racist approaches to create a more inclusive and

Outcome 4 focuses on the brave space needed for undergraduates in their courses to honestly articulate to faculty their insights about the effectiveness of the teaching practices and their overall learning experiences.

equitable learning environment in their courses.

 To align and contribute to UCM mission, strategic plan, GE Hallmarks, Principles of Community, the SATAL Program promotes and offers evidence-based formative assessment practices which have shown to be beneficial to college students from many backgrounds,

specially from minoritized population.

Impact

 SATAL has made possible the cumulative assessment of the implementation of active learning practices at the classroom and departmental levels. Also, SATAL supports instructors with just in time data, so they can respond to students' needs while the term is still

 SATAL is a well-established program playing an important role in campus assessment efforts. The undergraduates design, collect and analyze various forms of evidence—both qualitative and quantitative, to help faculty and programs close the assessment cycle and improve and report their work in support of student learning.

 Student-faculty partnership is a HIPs that educational research suggests increase rates of student retention and student engagementbelonging, agency, & mattering. The skills developed in the SATAL program benefit students now and after graduation and rewards the institution.

 By engaging the students and faculty in fruitful partnerships, SATAL brings an equity-minded and socially just component to the assessment of teaching and learning when drawing directly from the students' experiences in their courses

The program outcomes identify what we envision