

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: <div> 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. </div>
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-Sather, 2014).
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 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 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.

Phase II: Program Assessment Planning

	Participation	SATAL interns	Faculty	Institutional Changes
SATAL Enhances teaching, learning, and professional learning.	Total # of students participating and demographics.	<i>Indirect Evidence:</i> Self-assessment survey on new insights and select skill gains when separating from program	<i>Indirect Evidence:</i> Faculty survey on new insights gained identifying instructional modifications they have implemented based on the actionable feedback receive and reflection on their own teaching growth.	<ul style="list-style-type: none"> Assessment of student involvement in active learning practices such as these has made it possible to assess the practices’ cumulative learning described as HIPs. SATAL advances a teaching, learning, and a culture of continuous improvement on campus.
	Total # of faculty requesting services by services, school, and program.	<i>Direct Evidence:</i> SATAL summary results, video recordings, performance assessment using Value rubrics, etc.	<i>Direct Evidence:</i> Lesson plans, syllabi, assignments, etc.	



Phase III: Program Logic Model

