# Student-Focused Assessment: Leading with Learners

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# National Institute for Learning Outcomes Assessment (NILOA)

**NILOA is a research and resource-development organization dedicated to documenting, advocating, and facilitating the systematic use of learning outcomes assessment to improve student learning.**

Publications
Surveys and Case Studies
Focus Groups and Interviews
Assignment Design and Library
Equity and Assessment
Transparency Framework
Evidence-Based Storytelling
Mapping Learning
Degree Qualifications Profile
Toolkits

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August 2020

**Assessment During A Crisis:**
Responding to a Global Pandemic

Natasha A. Jankowski

# HIGHLIGHTS FROM COVID

1. Awareness of student needs: empathy, holistic view of student, positionality of learner in decisions

2. Equity concerns: technology access, national movements, trauma-informed and healing-centered approaches

# Equitable Assessment

At its core, equitable assessment calls for those who lead and participate in assessment activities to work to ensure that assessment does not feed into cycles that perpetuate inequities but serve to bring more equity into higher education. This requires involving students.
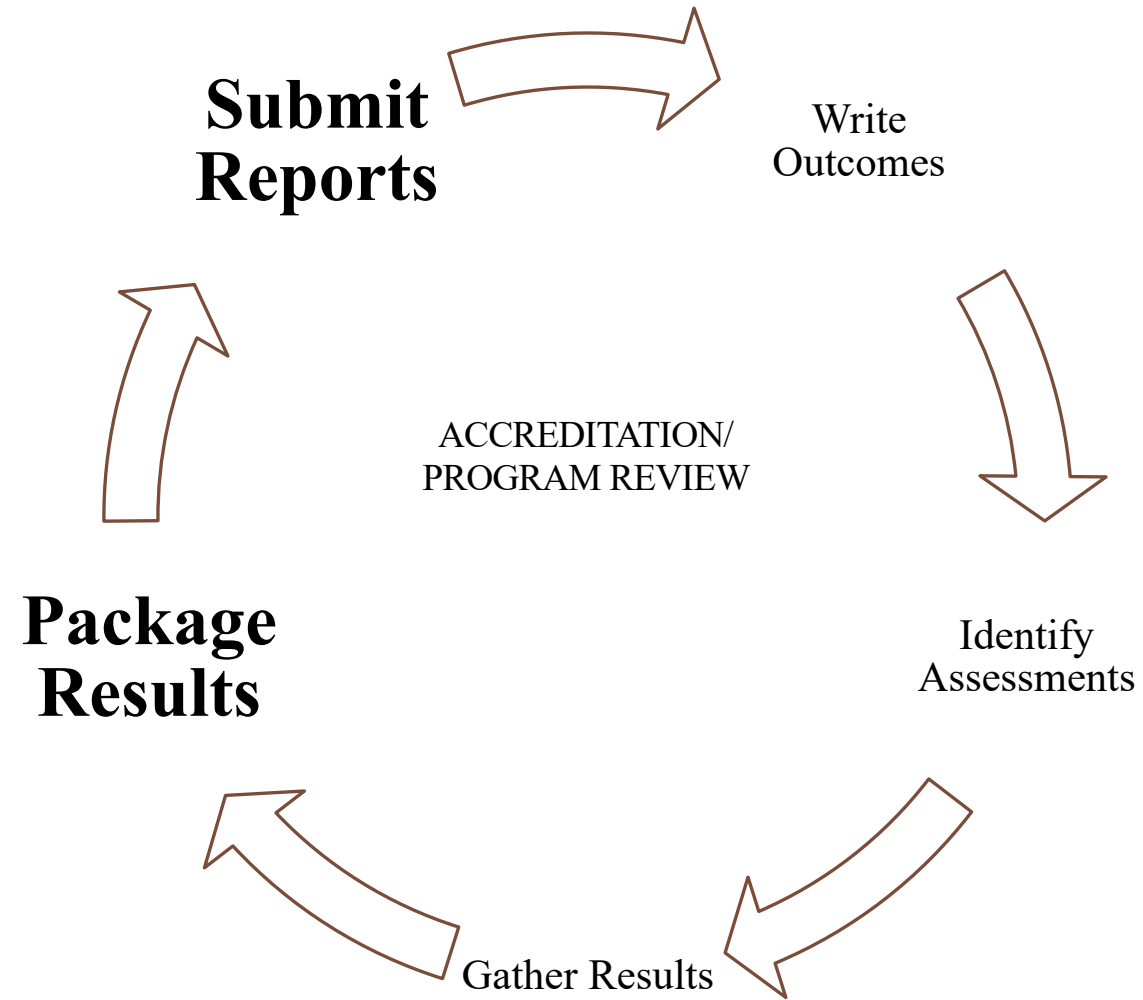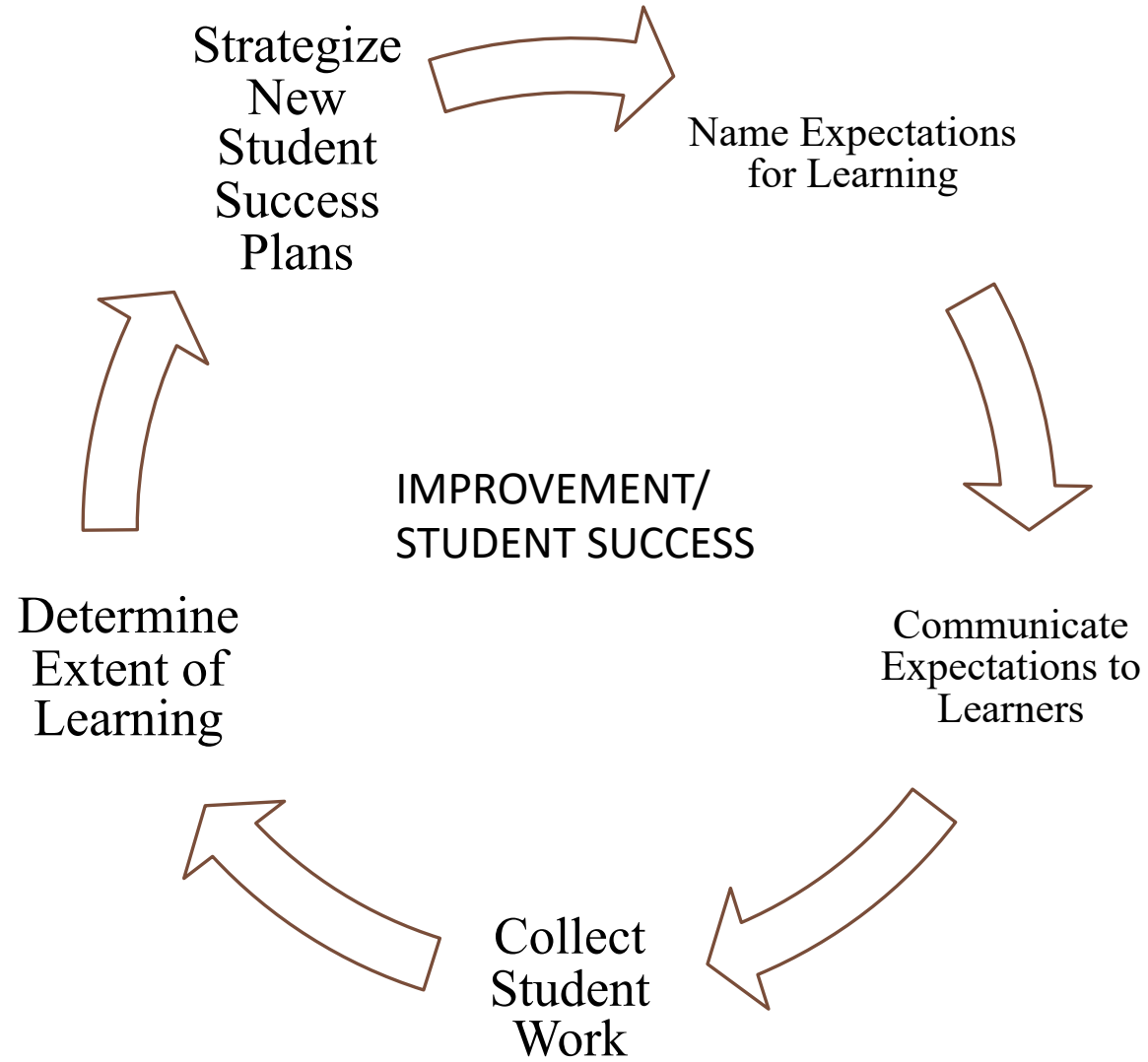
**Submit Reports**

Write Outcomes

ACCREDITATION/
PROGRAM REVIEW

Identify Assessments

Gather Results

**Package Results**
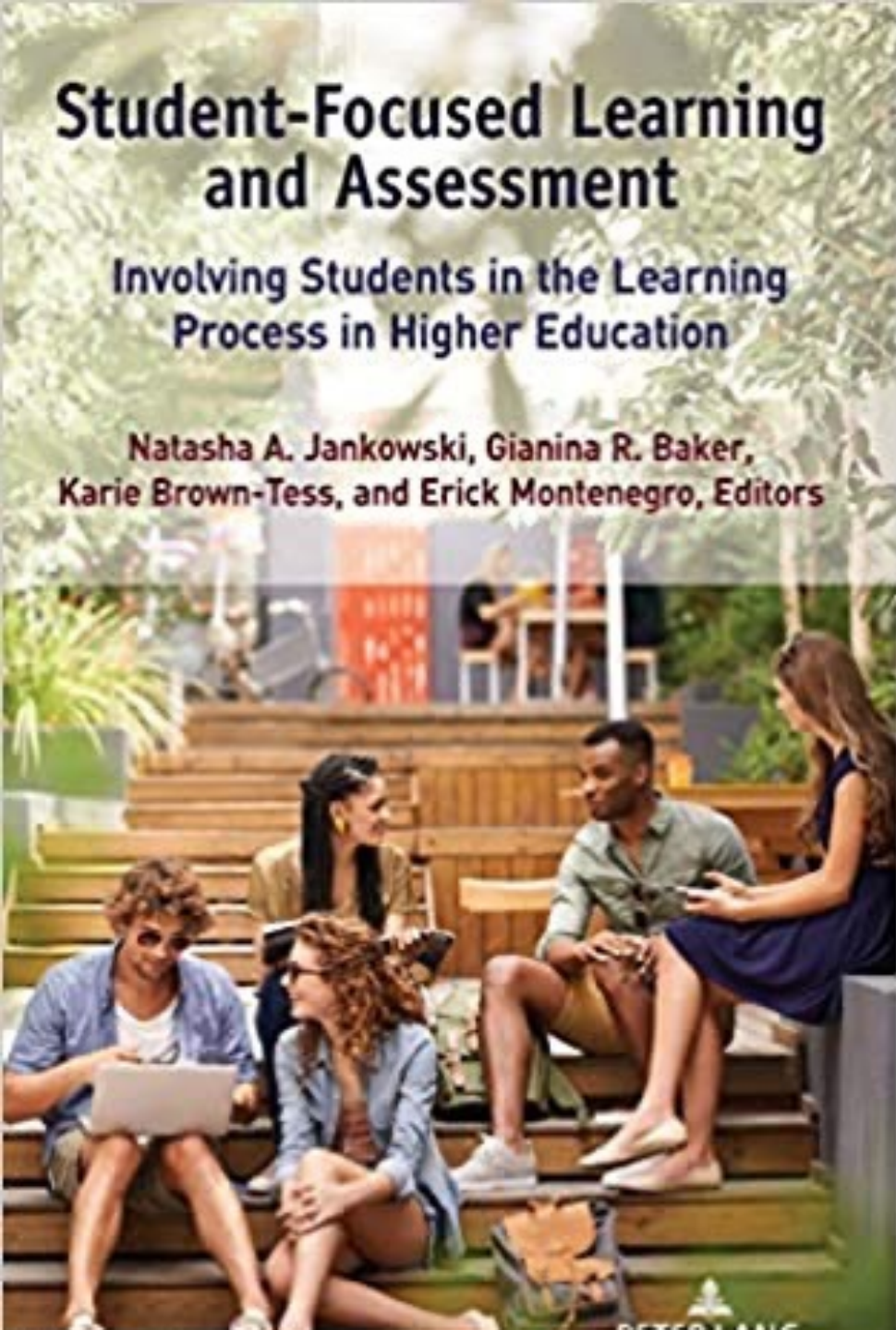
# How do I do student-focused assessment?
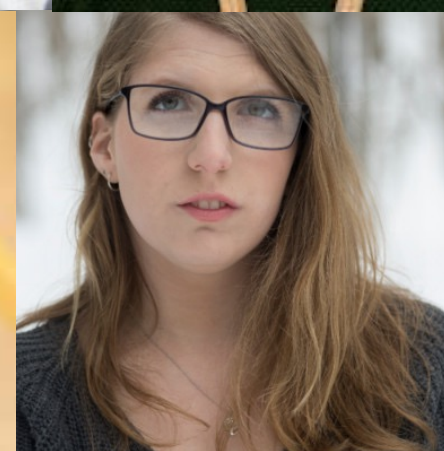
# Book Structure

**Part I: Setting the Stage**

◦ Overview of literature on student perceptions of assessment including purposes, preferred approaches to assessing learning, and roles and responsibilities of student involvement in assessment

◦ Literature review on student involvement at a program-level from student-faculty partnership literature

**Part II: Assessment in Practice**

◦ Three chapters on implementation at different levels of practice (focus groups to involve student voice; students as scholars and researchers of their learning experiences through student scholar programs; and students as the designers of learning experiences)

**Part III: Reflecting on Practice**

◦ Personal reflections on the impact of assessment from a student, a K-12 practitioner on what they wish higher education knew, and from an instructor's experience of implementing student-led assessment

**Part IV: Future Directions**

◦ Equity and assessment efforts and future directions for research

# Student Perceptions of Assessment

Students come with a vast and varied experience with assessment to higher education along with beliefs on which approaches to assessment are meaningful (or not) to their learning (Struyven, Dochy, & Janssens, 2005).

These beliefs impact how a students approaches assessment, prepares for it, and their participation in it (Boud et al., 2015).

Students view assessment to not be about learning but about accountability and to generally be unfair (Fletcher et al., 2012).

Since the 1990s, various studies have reported on the desire of students to have assessment be more meaningful to their learning, desiring less tests/exams and more choices in the ways to demonstrate their learning as well as involvement in the assessment process itself (Sambell et al., 1997; Zeidner, 1990).

# Spectrum of Student Involvement

Student as object of assessment

Decide what to change for others

Student Representation on Committee

Check in with students to see if they agree with final product

Students lead on identifying issues and solutions

Examine student differences through data disaggregation

Blame Student for Differences

Examine Organizational Structures

Survey Students or Focus Groups

# What we hear about student involvement…

1. What could students tell us that we don't already know?

2. We already have a student on the committee.

3. We don't have capacity or the time for such things.

4. Students barely engage in coursework, why would they engage in assessment?

5. Involving students in assessment delegitimizes, devalues, and invalidates the assessment process and data gathered.

6. Nobody cares about our students more than me, but, honestly, students don't know what assessment is. They barely know what they want from their education. *We* know what is best for students.

# Research argues…

If assessment is about enhancing student learning as opposed to simply documenting it, then involving students is a vital approach to ensuring learning occurs (Brown, 2017).

Pastore and Pentassuglia (2015) state, "assessment is a 'silent practice', closed and not shared with students: a *silent assessment* that loses its empowerment and formative chance both for teachers and for students" (p. 418).

When students engage in assessment it reinforces sense of belonging (Boud, 2017); leads to deeper lasting learning (Martens, Spruijt, Wolfhagen, Whittingham, & Dolmans, 2019).

Without student involvement, students report finding assessment to be an act of vulnerability involving "Laying oneself bare to be judged by a jury that does not understand you and won't tell you what they want to see"" (Heipp, 2016, p. 136)

Impacts how students view themselves as learners or capable of learning (Falchikov, 2005).

# How to Invol

## Assessment in Practice

**Implementing a Student Assessmen Scholars Program: Students Engaging Continuous Improvement**

Nicholas P. Truncale, Elizabeth D. Chalk, Caitlin Pellegrino, & Jesse Kemmerling
The University of Scranton

March 2018

In March of 2016, The University of Scranton's Office of Educational Assessment sent a te (one faculty member, one staff member, and two students) to a Teagle Assessment Scholar at the Center of Inquiry at Wabash College. The workshop was titled "*Students Engagin to Improve Learning: Using Student-Led Focus Groups to Gather and Make Sense of A Evidence*," with a view to help assessment leaders, faculty, staff, and institutional research and implement student-led focus groups to address institutional assessment questions. Fo workshop, we returned to Scranton and began work on implementing a special program "Provost Assessment Scholars" that would involve students in the collection of qualitative i data. Student scholars in the program aid The University of Scranton in continuous impro examining viewpoints and ideas of other students and rendering suggestions to campus stal the university community. Each student who shares their unique perspectives with the stude receives the individual attention indicative of a Jesuit education so that those student ir are communicated to stakeholders who may take action. Stakeholders on campus can be and non-academic program directors, department chairs, student government, division administrators.

During our time at Wabash, the team developed a strong framework for what would become t Assessment Scholars. Upon our return, we set to work creating a mission statement, pr methodology paradigms, and goals for the program. During our first year, six projects (thr Office of Study Abroad, one for Campus Safety and Student Government, and two for th Educational Assessment) were completed through cooperation with campus stakeholders students to join the program, a general call for applicants was emailed to all University soph

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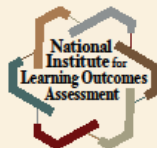
## Student Involvement in Assessment: A 3-Way Win

October 2013

Josie Welsh

College students are arguably the group on campus least resistant to assessment efforts. Yet, they remain an untapped resource as institutions seek ways to prove their value to both students and society. The key to effectively involving students in outcomes assessment is to intentionally match faculty need with student interest. When students serve as statisticians, interns, and researchers, this is a 3-way win for faculty, students, and directors of assessment.

For example, our theatre department stored years of self-evaluations submitted by students during the formidable BFA review. Majors in the fine arts enter degree programs as BA students. The BA is a general degree. Acceptance into the professional degree program, the BFA, requires approval by departmental faculty through a rigorous review process that includes evaluation of live performances, coursework submitted to a portfolio, a written application, and an interview before the BFA committee. Part of the written application for the theatre BFA program includes a self-evaluation that students complete at the end of their first year. Following a recommendation by the assessment office, the faculty began submitting evaluations of each student along with his or her self-evaluation. A student intern interested both in music and statistics analyzed the data and wrote a report that led to a faculty-led focus on the importance of self-discipline for the successful BFA theatre student. Students now report specific ways they are working toward this goal. Improvements in student health, time management, and professionalism have been noted. Other projects that involved students analyzing piles of stored data include: student work constructing difficulty and discrimination matrices for assessment exams, reliability analyses of rubric data for composition courses, mapping of the number and types of writing-intensive courses students take en route to undergraduate degrees, multidimensional scaling of general education goals, and comparisons of global awareness of teacher education students interning in various geographical areas of the state.

Sometimes a simple review of existing data leads to meaningful student research. For example, a group of students curious about discrepancies between student (NSSE) and faculty (FSSE) perceptions of student commitment to academic endeavors hypothesized that one group's low-performing benchmark scores on academic challenge were due to low faculty expectations. They conducted an experiment that resulted in an evidence-based report to deans on just how much faculty would expect of first-year students if they "saw us as we see ourselves." Another experiment that started with a review of masses of unused data resulted in a recitation intervention with one of the university's gatekeeper courses that suffered from high DFW rates. Student-conducted focus groups with participants along with pre-post data analysis have resulted in ongoing changes made to the general chemistry course.

Finally, students can be an asset to the assessment work done by co-curricular units. Assisting the career services unit, four students enrolled in a research methods course were able to double the response rate of senior exit

## Viewpoint

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## Involving Undergraduates in essment: Documenting Student agagement in Flipped Classrooms

December 2013

Adrianna Signorini

ferced, the Students Assessing Teaching and Learning (SATAL) program trains ations that describe (rather than evaluate) what goes on in class. The purpose of formative results of assessment to faculty and other university constituents with al impact of instruction and of related co-curricular initiatives. As an assessment ble to instructional faculty, academic programs and administrative units interested apport of student learning outcomes. For instance, instructors and staff members o collect data on classroom activities, courses, and services to gain a better sense courses. Results of SATAL assessment are entirely confidential and the service is

gham Young University, SATAL was launched in 2009 with five students initially. vas assigned to work on 28 assessment projects in support of 15 faculty and 13 ity. For instance, faculty would ask students to conduct observations of teaching that they had observed. Since then our relatively new program at a new university ly tripled in size, with 14 students now, most of whom are juniors and seniors. lents are currently taking, they can be assigned to any undergraduate class, including ted. For fall semester of AY2013-14 we have assisted 20 faculty and 5 academic trative units such as housing and student affairs.

the assumption that undergraduates are well positioned to provide supplemental rt. The peer-to-peer nature of the interaction between SATAL students and their ssed distinctively offers a non-threatening context for open, authentic reflection on refully selected through interview and faculty recommendation, and most of them Students in the program participate in weekly training workshops. Functioning the training schedule includes modules featuring the assessment tools for focus observations, scripted interviews of individuals or groups, questionnaire surveys, ivering the training modules, the SATAL program adopts different formats, such as activities, reflective writing, debates, and hands-on activities.

nd learning concentrates foremost on class observations. Rather than using a vations, SATAL students complete the equivalent of an ethnographic description We considered using or adapting assessment rubrics from other universities (e.g.,

## ewpoint

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# Assessment with students

As a researcher - HIP

Think aloud on assignment intent

Share learning outcomes – often

Co-create learning outcomes or a rubric

Design assignment

Write a letter to an incoming student on what they wished they knew or someone had told them

Validate that their learning matters

Engage in reflection and transference of knowledge

# Transparency in Assignments

Transparency in Learning and Teaching: https://tilthighered.com/

**Purpose**

Skills you'll practice by doing this assignment

Content knowledge you'll gain from doing this assignment

How you can use these in your life beyond the context of this course, in and beyond college

**Task**

What to do

How to do it (Are there recommended steps? What roadblocks/mistakes should you avoid?)

**Criteria**

(Are you on the right track? How to know you're doing what's expected?)

**Annotated examples of successful work**

(What's good about these examples? Use the checklist to identify the successful parts.)
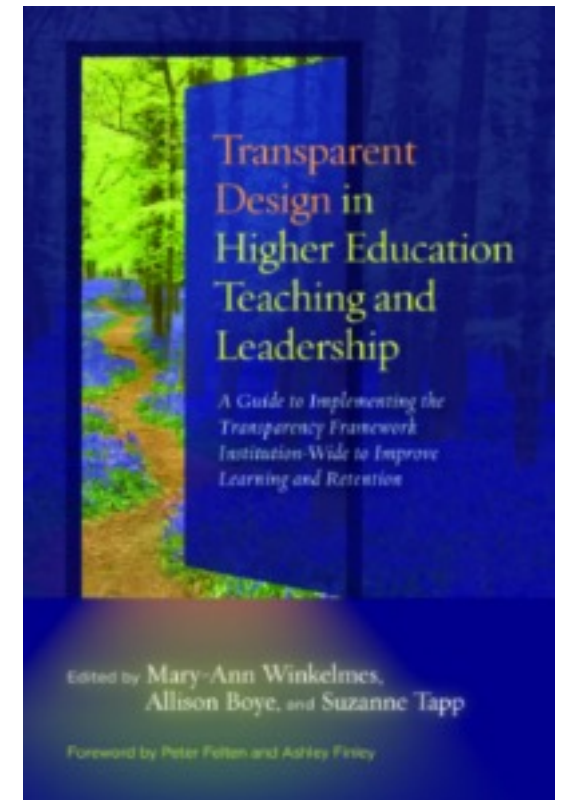
# Sharing Time

What examples, suggestions, or strategies are you trying that you would like to share with the group?

What would you like to try in your own practice?

# Put Students and Student Learning First

# Dominant Elements of Assessment

1. Most of the standardized measures and theories utilized come from studies of white students in mostly white institutions – this is not challenged.

2. Certain demonstrations of learning are valued over others, and in this way, speech and learning demonstration is limited.

3. Narrative or personal experience is not valued in the same way for institutional decision making as quantitative data.

4. Students are not considered experts of their own experience and student voice is rationalized away.

# Democratically Engaged Assessment:
# Reimagining the Purposes and Practices of
# Assessment in Community Engagement

*A White Paper*

*by*

*Imagining America's Assessing Practices of Public Scholarship*
*(APPS) Research Group*

https://imaginingamerica.org/wp-content/uploads/DEA-WhitePaper_FINAL.pdf

Otter Ideas and Questions?

11:14:45 From Mary Helen Hendrix to Everyone:
	AMEN
11:14:57 From Mary Helen Hendrix to Everyone:
	I work with 4 now which is just crazy but useful
11:15:00 From Gianina Baker to Everyone:
	Welcome everyone!!
11:15:49 From Heather Mernitz (she/her) to Everyone:
	"Back in the old days, mom, like when you were a kid?"  (I get this a lot!)
11:15:52 From Deanna Forsman to Host and Panelists:
	Hey, medievalist here! They were not as backward as pop culture presents ☺
11:16:17 From Mary Helen Hendrix to Everyone:
	it looks like i am trying to land plains
11:16:29 From Tammy Salman to Everyone:
	I was recently trying to explain rabbit ear antennas to my 11-year-old...
11:16:33 From Mary Helen Hendrix to Everyone:
	not plains
11:16:35 From Mary Helen Hendrix to Everyone:
	planes
11:16:56 From Rene' Schmauder to Everyone:
	^ rabbit-ear antennas! ☺
11:16:56 From Heather Mernitz (she/her) to Everyone:
	Yes, rabbit ears.  And party lines!
11:17:10 From Heather Mernitz (she/her) to Everyone:
	And I didn't get email until I was in college.
11:17:12 From Sandra Brown to Everyone:
	Party lines were the best!
11:17:15 From Steve Wygant to Everyone:
	8 track tapes!
11:17:15 From Neil Holman to Everyone:
	Party lines are like group chat
11:17:25 From Shari Peterson to Everyone:
	Hello from Las Vegas.
11:17:27 From Daniel Walther (He/Him/His) to Everyone:
	Thanks for sharing your experiences
11:17:38 From Jarek Janio, Santa Ana College to Host and Panelists:
	Hello Everyone! Santa Ana College, California
11:17:42 From Stacy Sculthorp to Everyone:
	Hello everyone!  Nice to see you Natasha and Gianina:)
11:17:43 From Heather Mernitz (she/her) to Everyone:
	No lie, we had a video disk player.  And a beta.  We weren't rich enough
for VHS.
11:17:46 From Sufian Abu-Rmaileh to Everyone:
	Good evening from UAE, Abu Dhabi.
11:17:53 From Erica Stolte to Everyone:
	Hello from Phoenix!
11:17:54 From Shari Peterson to Everyone:
	We used to put foil on our rabbit ears for better reception
11:17:57 From Monica Desir to Everyone:
	Saying hello to everyone from sunny and cold Michigan. ☺
11:18:02 From Chris Adkins to Everyone:

Dial up, and getting disconnected from internet after someone picks up the phone
11:18:07 From David Brightman, Stylus Publishing to Host and Panelists:
    hi there!
11:18:13 From Kacee Collard Jarnot (she/her) to Everyone:
    Good morning from Colorado State University!
11:18:14 From Heather Mernitz (she/her) to Everyone:
    Yes, Chris!
11:18:22 From Brandon Weger Illinois Eastern CC to Everyone:
    Good morning!
11:18:24 From Latasha Wade to Everyone:
    Greetings from Elizabeth City State University!
11:18:31 From Kristin Mulready-Stone to Everyone:
    Good afternoon from Newport, RI.
11:18:34 From Joel Bloom (he/him/his) to Everyone:
    Good afternoon from rainy NYC!
11:18:45 From Eve McElrath to Everyone:
    Hello from So Cal!
11:18:50 From Chris Adkins to Everyone:
    Good afternoon from Savannah, GA
11:19:03 From Nick Curtis to Everyone:
    Good Morning/Afternoon/Evening, Everyone!
11:19:07 From Maria Leite (She, her, hers, ela) to Everyone:
    Hello from Gainesville, FL
11:19:10 From Josh Oconer to Everyone:
    Hi from Columbus, OH!
11:19:18 From Sarah Drummond, (She/Her) to Everyone:
    Hello from Portland, OR
11:19:20 From Deidre Murphy to Everyone:
    Hi from Victoria, BC, Canada, traditional territories of the W̱SÁNEĆ and Lkwungen peoples.
11:19:24 From Joel Bloom (he/him/his) to Everyone:
    Don't you legally have to market it as Sparkling Wine, Illinois? ;)
11:19:27 From Medaline Philbert to Everyone:
    Good Morning All - Pleasantville, New York
11:19:41 From Natasha Jankowski to Everyone:
    LOL @Joel, yes
11:19:41 From Allie Michael to Everyone:
    Greetings from Clarksville, TN!
11:19:46 From Natasha Jankowski to Everyone:
    NILOA website:
https://urldefense.com/v3/__https://www.learningoutcomesassessment.org/__;!!DZ3fjg!
vTtZ0rHXaFbx3Syt1hcSfALumT-fdh4KY3MlezmaeAxqHV1tXa8jJynPpvASdJQTqeI$
11:19:47 From Elena Payne-Wiens to Everyone:
    Greetings from NC (UNC Charlotte)
11:20:03 From Ryan to Everyone:
    Hi from Laramie, Wyoming!
11:20:29 From Kimberly Thompson to Everyone:
    @Ryan both my parents were born in Laramie WY
11:20:41 From Kelly Mizell to Everyone:

Good morning from San Jacinto College in Houston, Tx.
11:20:52 From Theresa Martin (she/her), Purdue University to Everyone:
        The NILOA website is always an open tab on my computer!
11:20:56 From Barbara Blodgett (she/her/hers) to Everyone:
        Hello from Pittsburgh PA
11:21:00 From Ryan to Everyone:
        @Kimberly Thompson - awesome!
11:21:05 From Jessica Turos to Host and Panelists:
        Hi from Bowling Green, Ohio
11:21:53 From Gianina Baker to Everyone:
        @Joel, definitely using that!
11:24:04 From Joel Bloom (he/him/his) to Everyone:
        😃
11:24:12 From Joel Bloom (he/him/his) to Everyone:
        Is there a google folder for this session?
11:25:03 From Gianina Baker to Everyone:
        @Joel, no Google folder for this one ☹
11:25:21 From Heather Mernitz (she/her) to Everyone:
        You spoiled us in the last session.
11:26:45 From Joel Bloom (he/him/his) to Everyone:
        When our oldest was a toddler and said "carry me" it sounded like "carra
me" so we used to say "Carry me to Laramie"
11:27:34 From Natasha Jankowski to Everyone:
        Examsoft survey update:
https://urldefense.com/v3/__https://examsoft.qualtrics.com/jfe/form/SV_9S1N7mfauxsh
pNY__;!!DZ3fjg!vTtZ0rHXaFbx3Syt1hcSfALumT-fdh4KY3MlezmaeAxqHV1tXa8jJynPpvASScsBlo8$

11:27:57 From Natasha Jankowski to Everyone:
        Forthcoming book I mentioned on equity and assessment:
https://urldefense.com/v3/__https://styluspub.presswarehouse.com/browse/book/978164
2672572/Reframing-Assessment-to-Center-Equity__;!!DZ3fjg!vTtZ0rHXaFbx3Syt1hcSfALumT
-fdh4KY3MlezmaeAxqHV1tXa8jJynPpvAStZL8cBA$
11:28:22 From Natasha Jankowski to Everyone:
        And student-focused book link:
https://urldefense.com/v3/__https://www.peterlang.com/document/1059098__;!!DZ3fjg!v
TtZ0rHXaFbx3Syt1hcSfALumT-fdh4KY3MlezmaeAxqHV1tXa8jJynPpvASofiiAWg$
11:28:57 From Joel Bloom (he/him/his) to Everyone:
        Will that book come out in paperback?
11:30:16 From Natasha Jankowski to Everyone:
        I surely hope so, the timeline for a paperback release got pushed back due
to the pandemic and I am not sure when it might at this point. Sorry to not have a
better answer!
11:30:48 From Jessica Mercerhill to Everyone:
        Website has it listed... so fingers crossed?
11:31:19 From Natasha Jankowski to Everyone:
        Hi Jess!
11:32:08 From Jessica Mercerhill to Everyone:
        Good to see you Natasha!
11:36:25 From Carlos Garanzuay - Del Mar College to Everyone:
        Wow! That's the focus of my dissertation! I'm very encouraged by this!

11:39:26 From Kimberly Thompson to Everyone:
        Medieval Elevators - hmmm sounds like a great name for a band
11:40:30 From Joel Bloom (he/him/his) to Everyone:
        🤣
11:40:40 From Sufian Abu-Rmaileh to Everyone:
        Alternative assessment has been there for a while where students show their talents and skills. However, traditionalists have always resisted the idea.
11:43:48 From Sufian Abu-Rmaileh to Everyone:
        Students are part of the stakeholders whose opinions need to be taken into account in the education process.
11:45:24 From Krittika Grau to Everyone:
        Would we be able to get these slides? I'd love to share this with my colleagues. This is great.
11:45:45 From Jessica Mercerhill to Everyone:
        The #2 response is so frustrating! People don't seem to understand that students feel intimidated by the power structures present in committees.
11:45:51 From Kimberly Thompson to Everyone:
        Their slides are in the presenter handouts section on the website
11:46:02 From Julie Morrison {she/her} Glendale CC, AZ to Everyone:
        Direct link:
https://urldefense.com/v3/__https://assessmentinstitute.iupui.edu/overview/institut
e-files/2021-institute/handouts-tuesday-2021/12N_jankowski_handouts.pdf__;!!DZ3fjg!
vTtZ0rHXaFbx3Syt1hcSfALumT-fdh4KY3MlezmaeAxqHV1tXa8jJynPpvASBm1mo_I$
11:46:24 From Heather Mernitz (she/her) to Everyone:
        Agree Jessica, and also to assume that one student could represent all perspectives....
11:46:28 From Krittika Grau to Everyone:
        Found them! Thanks!
11:46:48 From Alan Boerngen to Everyone:
        Students may very well NOT know, but they do not have to necessarily have all the answers to have valuable input. We have found student involvement in strategic planning has helped to transform our institution.
11:46:53 From Barbara Blodgett (she/her/hers) to Everyone:
        I heard a reference to the Karate Kid, something about it's better if students don't even know what they're about to learn---?!
11:46:53 From Constance Tucker to Everyone:
        When we are engaging students, we are finding tension(sometimes collision) between what students want and faculty academic freedom
11:47:31 From Kimberly Kenyon, CTI to Everyone:
        recently part of a committee that had limited student voices but used these for strategic planning purposes 🙁
11:48:05 From Julie Morrison {she/her} Glendale CC, AZ to Everyone:
        In my department chair role, a student came to talk about concerns in an online class, and it led to a great conversation in or department about how we should be serving students. I had one faculty member push back with some of what was on that slide, and including, "is this a *good* student", as if their voice only counts if they are a good student.
11:48:37 From Kristin Mulready-Stone to Everyone:
        @julie: Sigh…deep, deep sigh.
11:49:03 From Heather Mernitz (she/her) to Everyone:

Yes, Kristin, Julie - I was physically sighing deeply as you typed
11:50:31 From Kimberly Thompson to Everyone:
        I would even say students are partners in their learning….kind of like we
are partners with our health care providers
11:50:51 From Chris Adkins to Everyone:
        In regard to 'Academic Freedom' by faculty, is it truly academic freedom if
faculty continuously engage in invalidated and inappropriate methods of assessment
- unless that methodology is aimed at learning new information? Thoughts?
11:51:14 From Theresa Martin (she/her), Purdue University to Everyone:
        I see students as partners, as well Kimberly. It's their education.
11:51:49 From Kimberly Thompson to Everyone:
        @ Theresa - exactly !!!
11:52:01 From Heather Mernitz (she/her) to Everyone:
        I wonder if we (faculty) would all understand a little better if we
imagined someone in the back of our classroom judging us.  How frustrating would it
be if we didn't know the criteria they were using and didn't have any input into
what they were looking for, how the information would be used, how we could
continue to learn and develop (vs. being disciplined)...
11:52:08 From Carlos Garanzuay - Del Mar College to Everyone:
        If we expect them to learn "it", we should be able to model "it".  So how
accountable are we for communicating "it"? Here "it" is assessment, but it could be
so many other skills we expect students to learn.  How well does higher ed
support/model that vulnerability to constructive feedback?
11:54:44 From Sufian Abu-Rmaileh to Everyone:
        The problem is that the majority share holders are not willing to listen to
the minority share holders in the process and that's why students' opinions and
ideas are not taken into consideration.
11:55:08 From Natasha Jankowski to Everyone:
        Academic freedom paper:
https://urldefense.com/v3/__https://www.learningoutcomesassessment.org/wp-content/u
ploads/2019/02/OccasionalPaper22.pdf__;!!DZ3fjg!vTtZ0rHXaFbx3Syt1hcSfALumT-fdh4KY3M
lezmaeAxqHV1tXa8jJynPpvASTqzPu98$
11:55:38 From Chris Adkins to Everyone:
        Thank you for sharing this paper!
11:55:57 From Natasha Jankowski to Everyone:

https://urldefense.com/v3/__https://www.learningoutcomesassessment.org/Browse-by/Qu
estions-at-Hand/__;!!DZ3fjg!vTtZ0rHXaFbx3Syt1hcSfALumT-fdh4KY3MlezmaeAxqHV1tXa8jJyn
PpvASIq5l-vI$
11:57:46 From Kimberly Kenyon, CTI to Everyone:
        any folks working with students doing observations using COPUS
11:58:55 From Adriana Signorini (she/her/ella) to Everyone:
        @Kimberly
https://urldefense.com/v3/__https://teach.ucmerced.edu/satal__;!!DZ3fjg!vTtZ0rHXaFb
x3Syt1hcSfALumT-fdh4KY3MlezmaeAxqHV1tXa8jJynPpvASxexERZM$
11:59:25 From Kimberly Kenyon, CTI to Everyone:
        Thanks Adriana
12:00:01 From Tamara Chiong to Host and Panelists:
        Could you share the folder of resources again please? Thank you!
12:00:27 From Natasha Jankowski to Everyone:

@Kimberly
https://urldefense.com/v3/__https://www.colorado.edu/assett/programs/vips/copus__;!
!DZ3fjg!vTtZ0rHXaFbx3Syt1hcSfALumT-fdh4KY3MlezmaeAxqHV1tXa8jJynPpvASbvusMvg$
12:00:55 From Natasha Jankowski to Everyone:
        Handout from session:
https://urldefense.com/v3/__https://assessmentinstitute.iupui.edu/overview/institut
e-files/2021-institute/handouts-tuesday-2021/12N_jankowski_handouts.pdf__;!!DZ3fjg!
vTtZ0rHXaFbx3Syt1hcSfALumT-fdh4KY3MlezmaeAxqHV1tXa8jJynPpvASBm1mo_I$
12:02:07 From Kimberly Kenyon, CTI to Everyone:
        Thank you Natasha
12:04:04 From Tammy Salman to Everyone:
        This was great, thank you!
12:04:11 From Chris Adkins to Everyone:
        I am planning to bring students into Assessment - really for the first time
and NOT simply for the purpose of accreditation! Thank you for this wonderful talk!
12:04:22 From Sarah Drummond, (She/Her) to Everyone:
        Can you point me to resources on student self-assessment and equity?
12:04:37 From Theresa Martin (she/her), Purdue University to Everyone:
        I'm in your same place, Chris!
12:04:50 From Heather Mernitz (she/her) to Everyone:
        Gotta be honest - I have spent so much time lately thinking about pedagogy
(first online pedagogy, now F2F socially distanced) that I haven't brought students
into assessment discussions lately.  I need to do this more!  This presentation has
been motivational.
12:05:10 From Carol McFarland to Everyone:
        I am launching a flipped classroom approach to ag outreach - eg:
non-classroom based adult ed. It's not entirely once-off but I'm excited to engage
the group in creating the assessment feedback cycle.
12:05:24 From Deidre Murphy to Everyone:
        We're looking at bringing students into the program review process (beyond
focus groups, surveys)
12:05:30 From Kimberly Kenyon, CTI to Everyone:
        interested in training students to bring them into the observation process
(calibration has been tricky...any hints on this training would be great. heard
that recording and having students code off of the recording yields better results)
12:05:31 From Allie Michael to Everyone:
        @Chris Adkins, I am working on this as well! I'd love to share ideas with
you if you'd like - feel free to email me at michaela@apsu.edu.
12:05:44 From Shari Peterson to Everyone:
        We are implementing Co-curricular and ILO portfolios and are need to teach
students the more about self-reflection as a part of assessment.  Any tips?
12:05:52 From Deidre Murphy to Everyone:
        If you have any resources on student involvement in curriculum
development/review it would be great. Thank you
12:05:58 From LuLu Géza Kelemen to Everyone:
        Thank you both for this presentation, I am also feeling energized about
incorporating students into our SA division strategic planning process
12:06:06 From Chris Adkins to Everyone:
        I feel way behind the curve, but it's nice to know that there is such a
large group working toward this effort - and all, please feel free torch out to m

as well: cadkins@southuniversity.edu
12:06:20 From Adriana Signorini (she/her/ella) to Everyone:
        We have a rubric about how to provide constructive feedback
12:06:29 From Barbara Blodgett (she/her/hers) to Everyone:
        Same request as Deirdre Murphy
12:06:36 From Stacy Sculthorp to Everyone:
        Wondering what you have heard from students students who were juniors and
seniors in high school during the pandemic, and how they are adjusting? Are there
differences in their first year experiences?
12:06:39 From Heather Mernitz (she/her) to Everyone:
        Alverno has a lot of resources on self reflection and self assessment.
Happy to share:  heather.mernitz@alverno.edu
12:06:59 From Rebecca Comfort (she/her) to Everyone:
        We set up a faculty-student assessment committee, and had some trouble
managing the conversation. The student voices were strong at the beginning, but
then faculty got going on a conversation about metacognition and we seemed to lose
student interest. Thinking about how to encourage student participation in spaces
where there are faculty participating as well.
12:07:15 From Jessica Mercerhill to Everyone:
        I'm working in a Professional (licensing) program - we are conducting a
root cause analysis around the problem of why our URM students appear before our
progression committee more than white students. I'm excited that students will have
a prominent place in the analysis. The challenge is setting the context in the
space that all voices are equal in the process.
12:07:43 From Maria Leite (She, her, hers, ela) to Everyone:
        e-Portfolios are great to promote students self reflections on their
artifacts over time.
12:08:13 From Monica Desir to Everyone:
        If students are put on the spot to share their story, it is one thing; but
if they can do it over time as an assignment, and have time to revise, they are
likely to be more comfortable with it.
12:09:40 From Maria Leite (She, her, hers, ela) to Everyone:
        Thank you for this wonderful presentation!
12:09:41 From Sufian Abu-Rmaileh to Everyone:
        I think that the more we empower students, the more they get involved and
not feel like an underdog.
12:09:58 From Jessica Turos to Host and Panelists:
        At BGSU, we have undergraduate student employees actively engaged in
assessment work.
12:10:04 From Rebecca Comfort (she/her) to Everyone:
        Thank you!
12:10:12 From Paola Lopez (she/her) to Everyone:
        Thank you so much! This was great.
12:11:29 From Carlos Garanzuay - Del Mar College to Everyone:
        Absolutely!
12:12:21 From Theresa Martin (she/her), Purdue University to Everyone:
        This was such a great session!
12:12:22 From Joel Bloom (he/him/his) to Everyone:
        ouchie
12:12:35 From Megan Fahey to Everyone:

For sure -- my favorite so far.
12:12:38 From Sandra Brown to Everyone:
        This was great! Thank you so much!
12:12:40 From Chris Adkins to Everyone:
        Thank you for this great talk!
12:12:42 From Neil Holman to Everyone:
        Thanks for giving us such a lively presentation!
12:12:43 From Franz Reneau to Everyone:
        Great session.  Thanks
12:12:52 From Student Life to Everyone:
        thank you so much!
12:12:56 From Ana Claudia Harten to Everyone:
        Thank you so much!
12:12:59 From Kimberly Thompson to Everyone:
        This was a great session - and can't wait to hear your album drop
12:13:02 From Alexa Wesley Chamberlain to Everyone:
        Fantastic session. Thank you!!
12:13:03 From Carlos Garanzuay - Del Mar College to Everyone:
        I've been pushing the "practices what we preach/sell" approach for a while
now.
12:13:15 From Allie Michael to Everyone:
        Wonderful session - thanks so much!
12:13:21 From Barbara Blodgett (she/her/hers) to Everyone:
        Thank you so much for this.  I come from theological education, and there's
a fear that if we treat students like children, they will treat their churches like
children--it all gets perpetuated!
12:13:21 From Brian Dietz to Everyone:
        Thank you - important topic and great resources.
12:13:28 From Vandana Rola to Everyone:
        Great session, thank you. I will be sharing the information with my
colleagues.
12:13:39 From Shari Peterson to Everyone:
        Book bought, thank you so much!!!!
12:13:45 From Gail Ballard to Everyone:
        Wow:  Overwhelmed (in the best of ways) with information and positive
energy to move forward on these ideas.  Thank you Drs Baker and Jankowski
12:13:45 From Carlos Garanzuay - Del Mar College to Everyone:
        Thank you for your insights and information!
12:14:09 From Medaline Philbert to Everyone:
        WOW! Thank you!  I've lots to share.
12:14:15 From Jessica Turos to Host and Panelists:
        Thank you for a fantastic session!
12:14:28 From Dana Franz to Everyone:
        Thanks!
12:14:29 From Brandon Weger Illinois Eastern CC to Everyone:
        Thank you!
12:14:34 From Tamara Chiong to Everyone:
        Thanks so much! A lot to digest.
12:14:35 From Erica Stolte to Everyone:
        thank you!