Phase I: Program Framework

**Vision**
The vision of the SATAL Program is to sustain exceptionally well the day-to-day assessment practices associated with teaching and learning and to educate the student workers in ways that transcend a specific course and even the collegiate experience.

**Mission**
The SATAL Program advocates the engagement of instructional faculty, academic and non-academic units in developing assessments of student learning associated with UC Merced’s principles of assessment while shaping the undergraduate experience of the student worker who serves as a co-inquirer on the teaching and learning process at a research university.

**Goal 1**
Contribute to the role of assessment as planning and pedagogy assisting faculty and staff with data collection, analysis and reporting to inform teaching and advance student learning in the course or program.

**Goal 2**
Write undergraduate in assessment to assist with data collection, analysis and reporting while contributing to the undergraduates’ select skill sets they might need in other disciplines or after graduation.

**Goal 3**
Offer undergraduates the opportunity to reflect on their learning experiences in their courses and programs in a non-threatening environment in which feedback is collected by peers.

**Outcome 2** 2.1. 100% of undergraduates working for the SATAL Program report gains in select skill sets related to the university’s guiding principles: (action) assessment efforts. Undergraduates reported skill set gains related to the SATAL Program report gains in data collection, analysis and reporting at different degrees of expertise depending on their level in the apprenticeship model.

**Offering 2 Participants’ Training**
**Task 1.1.** Work collaboratively with peers from diverse backgrounds, disciplines and class standing.

**Task 1.2.** Work assiduously to provide quality presentations, interviews and focus group sessions while maintaining audience awareness and data confidentiality.

**Task 1.3.** Develop real and written communication skills: Facilitate supervised peer-led presentations and in-class assessment tools, effective data analysis, interpretation, and reporting.

**Task 1.4.** Think like a scholar: Collect, analyze and report qualitatively and quantitatively, perform content analysis and write a quality summary report. Task 1.5. Develop metacognitive skills: Reflect on the training and assigned readings about teaching practices, assessment cycle, and glossary.

**Task 2.** Participate in eight, 2-hour training sessions as part of the apprenticeship model program.

**Phase II: Program Assessment Planning**

**Offering 2 Participants’ Training (Outcome 2 Assessed AP 2016-2017)**

**Task 1: skill sets related to Apprentice/Program Model**

**Indirect:** Total # of students participating and demographics

**Indirect:** Participants’ reflection on training activities

**Task 2: skill sets related to GE Hallmarks**

**Indirect:** Performance on select skills (assessment using value rubric)

Self-assessment survey on select skill gains when separating from program

**Outcome 2**

**Indirect:** Participants’ reflection on training activities

**Assessment of student involvement in active learning practices such as these has made it possible to assess the practices’ cumulative learning described as HIPs.

**Phase III: Program Logic Model**

**Theory**

• student-assisted teaching approaches are essential to the desired new paradigm of learning centered institutions (Bar and Tagg, 1995).

• Across the country, scholars from different fields engage student voices and create partnerships with students in the study of teaching and learning: Miller et al. (2001), Crown and Jones (1990) BU Scott, Wernor C. and Otis M., (2010), Cough and K., (2009), Cough, Sather et al. (2014). The studies indicate that students involved in assessment as undergraduate and pedagogy have developed a strong sense about activities that are conducive to their learning.

• North Carolina A&T’s Wabash-Prepov Scholar Program and Arkansas State University’s office of engagement and service are well-established programs playing an important role in assessment.

• Kuh (2008, p. 21) noted: make it possible for every student to participate in at least two HIPs during his or her undergraduate program.

• Pancarelia and Terenzin (2005) conclude that learning and personal development are enhanced when students who participated in co-curricular activities were less likely to withdraw from school.

• Astin (1999) asserts that the peer group is the most potent source of influence on students’ growth and development during their college careers.

• What started solely as an assessment support program for faculty and units at an institution undergoing accreditation evolved into a program which has impacted the undergraduates working in the program in many ways and could be recognized as a HIP since students working in the program consistently reported skill set gains related to the university’s guiding principles and GE Hallmarks.

• Exit survey results completed by the graduating students workers reported they found the experience be “powerfully professionalizing,” and as a paying job, their involvement in data collection, analysis and reporting is a strong asset to their peers.

• For some students, the experience affected life plans.

• The SATAL Program offers learning practices described as HIPs, which educational research suggests increase rates of student retention and student engagement.

• Student workers gain new skills that can be transferred to their careers, network with faculty and staff, and enjoy the personal satisfaction of completing tasks and projects that have received a positive evaluation and a sense of giving back to their institution by serving as a campus resource to faculty and staff.

**Assumptions**

• For student workers: Supervised peer-led informational workshops for student worker candidates.

• Student interviews and recruitment from different majors and class standings.

• Eight 2-hour training sessions and operational manual.

• Increasing responsibilities, salary and potential multiyear position in the apprenticeship model.

• Annual report indicating participant demographics and skill gains relevant to GE Hallmarks.

• SATAL learning activities are the following: 1) bringing small groups of students together with staff on a regular basis, 2) frequent writings, e.g. produced and revised in various forms; 3) collaborative learning, i.e., learning to work and solve problems in the company of others, especially those with different backgrounds and life experiences; 4) other skills that develop students’ intellectual and practical competencies, such oral communication, and 5) the excitement that comes from working to answer important questions. A key element in this program is that both the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their experiences.

• Coordinator: Recruits and supervises student workers, providing training and support through learning activities.

• Updates and develops materials and reports related to assessment results.

• Collaborates with faculty and program coordinators.

• Supports the CETL director.

• Participants (10) recruited from different class standing and programs.

• Stipends for student workers with increasing salary and responsibilities, consistent with the apprenticeship model.

• Online platform for operations and collaboration.

• Trains on modules on data collection, analysis and reporting as planning and pedagogy.

• Online survey tool for feedback collection.

• Meeting venue to hold program biweekly meetings.

• Marketing plan for the target consumers.

• Business plan that summarizes research that supports the need for the program.

• Financial forecast of the program implementation.

• Conference participation for sharing program implementation and review development.

**Resources**

• Financial forecast of the program.

• Conference participation for sharing program implementation and review development.

**Activities**

• Student workers: Supervised peer-led informational workshops for student worker candidates.

• Student interviews and recruitment from different majors and class standings.

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**Outcomes**

• 2.1. 100% of undergraduates working for the SATAL Program report gains in select skill sets related to the university’s guiding principles: (action) assessment efforts. Undergraduates reported skill set gains related to the SATAL Program report gains in data collection, analysis and reporting at different degrees of expertise depending on their level in the apprenticeship model.

• To contribute to the UC Merced mission, the guiding principles and GE Hallmarks, the SATAL Program offers learning practices that have been widely tested and have shown to be beneficial for college students from many backgrounds.

• Assessment of student involvement in active learning practices such as these has made it possible to assess the practices’ cumulative learning described as HIPs.

• These are HIPs that educational research suggests increase rates of student retention and student engagement.

**Impact**

Abstract: This 3-phase model provides a comprehensive and systematic plan for SATAL program development. Phase I, Program Framework, conceptualizes the program by establishing the vision, mission, goals and outcomes. This first phase presents measurable product-oriented outcomes for each of the program offerings. Phase II, Program Assessment Planning, presents an assessment plan or level of impact considering the outcomes for each program offering designed in Phase I. Phase III, Logic Model, articulates the intended results relevant to the program services to determine what needs to occur for the desired impact to occur. A carefully crafted plan could inform the design of educational programs within and across institutions as pathways that could help students develop High Impact Practices (HIPs) and produce meaningful work.