Application of the Logic Model to the SATAL Program

Students Assessing Teaching and Learning

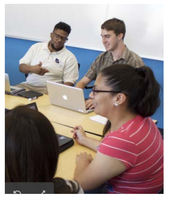
Abstract: This 3-phase model provides a comprehensive and systematic plan for SATAL program development. Phase I, *Program Framework,* conceptualizes the program by establishing the vision, mission, goals, outcomes and offerings. This first phase presents measurable product-oriented outcomes for each 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.

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 highly 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 workers who serve as co-inquiries 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	*Involve undergraduates in assessment* to assist with data collection, analysis and reporting while contributing to the undergraduates' selective 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.
We'll know that the SATAL Program has achieved this goal when …	
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) research, communication, teamwork, value of diverse perspectives, decision making, ethics and responsibility, and GE Hallmarks: academic and intellectual preparation, cultural awareness, self-awareness and intrapersonal skills, and interpersonal skills. 2.2. 100% undergraduates working for the SATAL Program report skill 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 groups sessions while maintaining audience awareness and data confidentiality; Task 1.3. Develop oral 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 AY 2016-2017)	**Participation**	**Satisfaction**	**Participant Learning Direct Evidence**	**Participant Learning Indirect Evidence**	**Changes in Teaching**	**Institutional Changes**
Task 1: skill sets related to Apprenticeship Model	*Indirect:* Total # of students participating and demographics	*Indirect:* Participants' reflection on hiring process	• Pre-post tests • SATAL summary report/ presentations video taping/ focus group facilitation recording.		*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.
Task 2: skill sets related to GE Hallmarks			Performance on select skills (assessment using value rubric)	Self-assessment survey on select skill gains when separating from program		



Phase III: Program Logic Model

Theory

- Student-assisted teaching approaches are essential to the desired new paradigm of learning centered institutions (Barr 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. eds. (2001), D. Lynn Sorenson (1990) BYU SCOT, Werner C. and Otis M., ed. (2010), Cook-Sather, A. (2009), Cook-Sather et al. (2014) . The studies indicate that students involved in assessment as planning and pedagogy have developed a strong sense about activities that are conducive to their learning.
- North Caroline A&T's Wabash-Provost Scholars Program and Arkansas State University's office of assessment's services 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.
- Pascarella and Terenzini (2005) conclude that learning and personal development are enhanced when students are involved in extracurriculars. NSSE (2003) demonstrated that students who participated in co-curricular activities were less likely to withdraw from school.
- Astin (1993) asserts that the peer group is the most potent source of influence on students' growth and development during their college careers.

Assumptions

- 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 student workers reported they found the experience to be "powerfully professionalizing," and as a paying job, their involvement in data collection, analysis and reporting is a strong asset to the students' resume. 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.

Resources

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 and staff.
- Supports the CETL director.
- Participants (10) recruited from different class standings and programs.
- Stipends for student workers with increasing salary and responsibilities, consistent with the apprenticeship model.
- Online platform for operations and collaboration.
- Training modules on data collection, analysis and reporting and assessment 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 reviewing development.

Activities

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 writing, e.i. 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 the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their experiences.

Outputs

For students workers:
Under the apprenticeship model , students progress through three levels over multiple years, each with increasing responsibilities and commensurate salary.

1) Initial Results:
- *Apprentice level*

Students report ongoing learning and growth through the training on assessment tools and by shadowing in assessment requests.

2) Intermediate Results:
- *Supervisory Level*

Students report ongoing learning on select skill sets through completing the assessment requests and day-to-day program operations.

3) Intended Results:
- *Master Level*

Opportunity to directly collaborate with programs and staff, such as assessment specialists, because of participant's expertise in data collection, analysis and reporting.

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

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) research, communication, teamwork, value of diverse perspectives, decision making, ethics and responsibility and GE Hallmarks: academic and intellectual preparation, cultural awareness, community engagement and citizenship, self-awareness and intrapersonal skills, and interpersonal skills.

2.2. 100% of undergraduates working for the SATAL Program report gains in the skills of data collection, analysis and reporting at different degrees of expertise depending on their level in the apprenticeship model.

Impact

- 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 been 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. This information benefits students after graduation and rewards the institution.
- These are HIPs that educational research suggests **increase rates of student retention and student engagement**