The SATAL program supports faculty and programs with their assessment activities by collecting evidence of student learning in support of student learning outcomes.

**Background**

- Initiated in 2009, SATAL provides anonymous aggregated feedback on instructional and co-curricular activities.
- The SATAL program trains undergraduates in research design, data gathering and effective reporting.
- SATAL Students gather data for course and program assessment and involve undergraduate in assessment as a form of undergraduate research training.
- Undergraduates are well positioned to provide supplemental classroom and co-curricular assessment support.
- The peer to peer nature of the interaction offers a non-threatening context for open, authentic, reflection on learning.
- BYU’s SCOT program and a few others elsewhere offer a similar service, but SATAL is distinctive in that students don’t just collect information, they are also involved in the design of research instruments (e.g. surveys) and analysis of results.

**SATAL Support Since Its Beginning in 2009 through 2013**

- SATAL students design and collect various forms of data - qualitative and quantitative, direct and indirect, formative and summative
- Focus groups: leaders will facilitate discussion, to produce a professional summary report.
- Class interviews: a quick manner of informing faculty about what helps learning and what changes can be made to improve learning in the class.
- Videotaping: it presents a more complete record of classroom events and a different perspective of the way an instructor is teaching.
- Mid/End-course Evaluations: proctors will distribute and collect faculty-designed questionnaire and tabulate and write a summary report of findings.
- Classroom observations: observers will describe (rather than evaluate) what goes on in the classroom with regard to time spent in questioning, board work, small group discussion, etc.

**Assessment Options**

**Workshops and Projects**

- Teacher assistant videotaping paired with consultations
- Service Learning for the school of engineering
- Assessment for Council for Graduate School
- TA orientation

**Impact on teaching and learning:**

“I already made specific changes to the course: giving students copies of completed quizzes with correct answers after the quiz is over, giving students a study guide for midterm exams, and changing the way I call on students to ensure all students are called on.” – Psychology Professor

“I will be revising my lecture slide format in response to the feedback I received. I will be putting less information on slides and working more from notes… I’m hoping it leads to more student involvement and participation in my classes.” – Physics Lecturer

“I will incorporate more demos and videos in the spring semester. I also started incorporating a brief review session the lecture before the exam by having the class collectively create an outline of topics. I will also provide more instruction and helpful hints for mastering Physics problems.” – Physics Lecturer

“…I’ve already become mindful of some small things I can do in lecture to facilitate the process and what students get out of participation, such as repeating back student questions for the entire class to hear the questions.” – Psychology/Cognitive Science Lecturer

**Impact on undergraduate students working in the program based on self assessment survey results:**

<table>
<thead>
<tr>
<th>Skills Improvement</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>15</td>
<td>88%</td>
</tr>
<tr>
<td>Teamwork &amp; Leadership</td>
<td>15</td>
<td>88%</td>
</tr>
<tr>
<td>Oral &amp; Written Communication</td>
<td>15</td>
<td>88%</td>
</tr>
<tr>
<td>Achieving Full Potential</td>
<td>15</td>
<td>88%</td>
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<tr>
<td>Value Diverse Perspective</td>
<td>14</td>
<td>82%</td>
</tr>
<tr>
<td>Ethical Considerations</td>
<td>12</td>
<td>71%</td>
</tr>
<tr>
<td>Decision Making</td>
<td>11</td>
<td>65%</td>
</tr>
</tbody>
</table>

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