



# Student Learning Analysts: Actively Engaging Undergraduates in the Assessment Process

**Jessica M. Turos, Ph.D.**  
Associate Director of Academic Assessment, Bowling Green State University  
jmturos@bgsu.edu

**Matthew A. Cooney, Ph.D.**  
Assistant Professor of Education, Governors State University  
mcooney@govst.edu

**Julie M. Matuga, Ph.D.**  
Vice Provost of Institutional Effectiveness, Bowling Green State University  
jmatuga@bgsu.edu

## Presentation Agenda

- Student Learning Analysts (SLA)
- Timeline of the Project
- Lessons Learned
- Program Strengths
- Tips for Implementation on Your Campus
- How to Adapt the SLA Program on Your Campus




## Learning Outcomes

Following this sessions, participants will:

- Identify the process of developing and implementing an undergraduate student peer assessment project
- Discuss possibilities on how to adapt a similar program on their campuses

**BGSU.** BELONG. STAND OUT. GO FAR.  
CHANGING LIVES FOR THE WORLD.



## Student Learning Analysts Concept

- Researched building a culture of assessment – Vice Provost for Institutional Effectiveness (IE)
  - Identified involving students as a key component
  - Wanted to be intentional about student involvement
  - Secured program funding from the Provost
- Operationalized program - Associate Director of Academic Assessment and Graduate Assistant for IE
  - Researched other programs
  - Identified focus and developed learning outcomes

**BGSU.** BELONG. STAND OUT. GO FAR.  
CHANGING LIVES FOR THE WORLD.



## Discussion

*How many of you have students involved in assessment activities?*

*If so, what are they doing?*

**BGSU.** BELONG. STAND OUT. GO FAR.  
CHANGING LIVES FOR THE WORLD.



## Student Learning Analysts

**Student Learning Outcomes:** Students who serve as a student learning analyst (SLA) will:

- Design assessment projects to investigate topics identified by the Learning Analytics Workgroup
- Create reports analyzing and summarizing assessment findings
- Present findings from assessment project(s) to the BGSU community in a variety of formats

**Primary Duties:**

- Investigate (i.e., design, conduct, and analyze) projects related to student learning experiences
- Create written and verbal summaries of assessment data
- Collaborate with peers and supervisor on assessment projects
- Participate in bi-weekly Student Learning Analyst team trainings

**BGSU.** BELONG. STAND OUT. GO FAR.  
CHANGING LIVES FOR THE WORLD.



# Timeline




## Spring 2016 – SLA Prep

### March 2016:

- Vice Provost of IE develops proposal for undergraduate student involvement in assessment process

### May 2016:

- Associate Director for Academic Assessment begins new role and Graduate Research Assistant for IE is hired to support program
- Completed benchmarking and research on similar programs



**BGSU.** BELONG. STAND OUT. GO FAR.  
CHANGING LIVES FOR THE WORLD.



## Summer 2016 – SLA Prep

### June 2016:

- Created position description, learning outcomes, training schedule, and topics
- Gathered the Learning Analytics Workgroup to explore student learning analytics and potential strategies to increase student success
- Shared goals of the SLA program with the Learning Analytics Workgroup and identified initial learning topics

### July 2016:

- Posted SLA position on University's student employment database

### August 2016:

- Reviewed applications, interviewed candidates, and hired 8 SLAs

**BGSU.** BELONG. STAND OUT. GO FAR.  
CHANGING LIVES FOR THE WORLD.



## Fall 2016 – SLA Pilot

### *Bi-weekly group training throughout the semester*

### September and October 2016:

- Developed protocols/questions aligning with high impact practices topics

### End of October 2016:

- Conducted focus groups

### November 2016:

- Transcribed data, identified themes, coded data, and developed report draft

### December 2016:

- Created executive summaries, infographics, and final reports
- Presented findings and process to administrators



**BGSU.** BELONG. STAND OUT. GO FAR.  
CHANGING LIVES FOR THE WORLD.



# Spring 2017 – SLA Pilot

**Bi-weekly group training throughout the semester**

**January 2017:**

- Explored new topics aligning with National Survey of Student Engagement (NSSE) institutional data and created corresponding focus group questions

**February 2017**

- Conducted focus groups

**March 2017:**

- Transcribed and analyzed data
- Developed and implemented surveys
- Presented focus group findings at the Teaching and Learning Fair

**April/May 2017:**

- Created executive summaries, infographics, and final reports





# SLA Infographics

### Students' Expectations for Learning



### STUDENT ENGAGEMENT

4 Focus Groups - 9 Participants

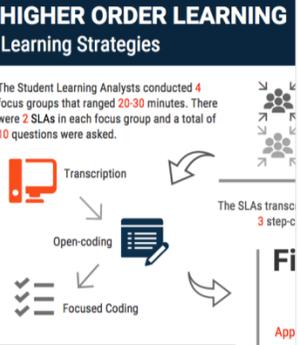


#### Final Themes

Physical Space impacted participant's thoughts on active learning classrooms and involved a great deal of movement.	Technology was thought to aid engagement within the classroom.	Teaching Methods highlighted the importance of asking questions, participating in discussions, and the comfort of both content and peers.	Discussion was communicated to have many benefits.
Active Learning vs. Non-Active Learning	Mobile Software	Faculty Interaction	Discussion as a Tool for Engagement
Social Media	Classroom	In-Class Activities	Professor as

### HIGHER ORDER Learning Strategies

The Student Learning Analysts conducted 4 focus groups that ranged 20-30 minutes. There were 2 SLAs in each focus group and a total of 10 questions were asked.



#### Student Definitions of Critical Thinking

- "Efficient cognitive reasoning"
- "Finding the best outcome"
- "Open-minded"

### SUBTHI

### Reflective & Integrative Learning

4 Focus Groups  
21 Participants

#### Four Themes Emerged:

- Impact**  
• Family • Classes • Involvement • Peers
- Understanding**  
• Importance • Classes
- Self-Reflection**  
• Conversations • In and Out of Class
- Application**  
• Classes • Future • Peers

#### Main Topic Discussed: Diverse Perspectives



## Fall 2017

### *Bi-weekly group training throughout the semester*

#### **August**

- Returning SLAs assisted with training the new hires
- Explored new topics and created corresponding focus group questions

#### **September**

- Collaborated with campus constituents on focus group protocols

#### **October**

- Facilitated focus groups
- Transcribed and analyzed data

**BGSU.** BELONG. STAND OUT. GO FAR.  
CHANGING LIVES FOR THE WORLD.



## SLA Experience

**BGSU.**



# SLAs Discuss Their Experience

**BGSU.** | Office of  
Academic Assessment  
BOWLING GREEN STATE UNIVERSITY

## Student Learning Analysts

<https://www.youtube.com/watch?v=kEp0STY2z2Q&feature=youtu.be>

**BGSU.** BELONG. STAND OUT. GO FAR.  
CHANGING LIVES FOR THE WORLD.



# Lessons Learned

- Recruitment
  - Position description
  - Interview questions
- Training
  - Timing
  - Groups
- Mentoring

**BGSU.** BELONG. STAND OUT. GO FAR.  
CHANGING LIVES FOR THE WORLD.



## Program Strengths

- Support from senior University leadership
- Collaborative process with University stakeholders
- Undergraduate student ownership of projects
- Focus on campus learning issues
- Exploring institutional assessment data – NSSE

**BGSU.** BELONG. STAND OUT. GO FAR.  
CHANGING LIVES FOR THE WORLD.



## Tips for Implementation on Your Campus

- Start with a manageable number of students
- Involve students throughout the process: topic selection, assessment design, data collection, analysis, and reporting
- Apprenticeship model of training

**BGSU.** BELONG. STAND OUT. GO FAR.  
CHANGING LIVES FOR THE WORLD.



## Adapting the SLA Program on Your Campus

BGSU.



## What will work for your campus?

*Do you think this would work on your campus? Why or why not?*

- What would the focus of your program be?
- How will you recruit your students?
- What will the training look like?
- Who will be involved?

**BGSU.** BELONG. STAND OUT. GO FAR.  
CHANGING LIVES FOR THE WORLD.



# Questions

BGSU.

