STUDENTS LEADING THE WAY: STUDENT DRIVEN ASSESSMENT

Drexel Assessment Conference
September 2017
Overview
Session Audience & Outcomes

Audience

- This session is intended for all assessment professionals, from novice to expert. The topic of this session can apply to an institution of any size (unless the size is 34,362, no more, no less).

Outcomes

1. Participants will develop new possibilities for student driven assessment practices at their home institution.

2. Participants will debate the benefits, pitfalls, and challenges facing the implementation and use of student driven assessments.
How does one assess the development of confidence in the functions and attitudes of leadership?

- How is leadership defined?
- What type of leadership is being demonstrated?
- What determines good or bad leadership?
- What defines the presence or absence of leadership?
- How do we measure leadership and changes of leadership in new cadets following a select period of time?
- Who got what and who gave what?
- When did what happen to who, how?
Decided on a process that focused on participant evaluation and assessment (Fitzpatrick, Sanders, & Worthen; 2011) in a holistic and natural setting.

Highlight the relationship between academic-support units and students in order to produce stakeholder buy-in and ownership.

Build on practices already in place.

Seek those with expertise and answers.
VMI is unique in the sense that many of the day-to-day operations of cadet life are developed and run by students.

Discussions with members of the Commandant’s staff about how to include cadets in the assessment process during the Rat Line (VMI’s FYE of sorts).

It was discovered that a company of cadets had previously implemented a system for peer evaluations and personal leadership development.

After meeting with cadet commanders, it was decided to take this system, with assistance from the Office of Assessment and Institutional Research and the Center for Leadership and Ethics, and implement it to the entire fourth class (freshmen).
The cadet commanders were tasked with refining the instrument and assigning operational duties to carry out the assessment.

The previous two years of use served as a small pilot to direct the larger implementation.

Cadet officers were also asked to meet with assessment and commandant staff to address any concerns and to ensure the refined system met both cadet and institutional assessment needs, thus helping to create a high-level of buy-in and a sense of ownership (Kuh, Ikenberry, Jankowski, Cain, Etwell, Hutchings, & Kinzie; 2015).

Data are currently being collected.
Future Plans

- Expand the process

- Use data from this year’s implementation to help drive the process of expansion.

- Work with partners with expertise
Think, pear, share... The horror.

- Think about what processes you have going on that could be student driven.

- Pair up with the person next to you or the people at your table if we have tables (unknown at the time of creating this).

- Share your ideas, concerns, likes, and debate which cheesesteak is the best.

- If you discussed cheesesteaks, then you must be able to provide an assessment plan on how to determine if Pat’s or Geno’s is best.
Discussion

- What opportunities do you have at your institution to work with students and make them an active part of assessment?
- What are your stories?
- What are some benefits of this process?
- What are some possible problems with this process?
- What are the best processed meats? Spam or Vienna Sausages
Conclusion

- Think outside the box and be aware of the resources available to assist you in your assessment needs.

- More than likely assessment is occurring, you just need to identify it, address it, and pretty it up.

- Work with students, they’re the primary stakeholder and the ones we ultimately serve.

- The more people are empowered, the more likely they are to want to be a part of the process.

- Use your neighbor’s expertise and make them feel important at the same time.

- If you paint a tree, be sure it’s a happy tree.
Questions

- Any questions?

- If you think of something to ask later or just want to send me large sums of money, please contact me at burrowstj@vmi.edu

- Enjoy the rest of the conference!