**Benefits of Engaging Students in the Assessment Process:**

Capturing student voices and providing opportunities for students to actively participate in the assessment process is mutually beneficial for both faculty and students.

* + Students are empowered to become agents of their own learning in the courses they take and the academic programs they pursue. It increases their engagement and motivation and allows them to develop useful skills including self- and peer-assessment and critical thinking.[[1]](#footnote-1)
  + Faculty may be more invested in the student learning outcome assessment process if course artifacts collected are co-constructed with students. Engaging students shifts the focus from “add on” to integrated teaching and learning conversations leading to compelling program-level insights.

**Engagement Strategies:**

* Students can contribute to strong assessment practices by:
  + Co-creating or refining course syllabi.
  + Co-creating course learning objectives and program-level student learning outcomes.
  + Co-creating course rubrics.
  + Aligning assignments to course learning objectives and program-level student learning outcomes.
  + Reflecting on signature assignments that enhanced learning (these can serve as key direct measures to examine at the program-level).
* Students can collect, analyze, and visualize data:
  + Faculty share results of program-level assessment with students and elicit feedback on how students interpret the findings.
  + Students conduct focus groups or interviews with their peers to drill down into assessment results.
  + Students serve on curriculum committees.
  + Students create infographics to communicate results to program constituents.
  + Students design surveys and rubrics.
* Students can offer perceptions on the student experience (indirect measures):
  + SOAR analysis (program’s strengths, opportunities, aspirations, and results).
  + Surveys/ interviews/focus groups.
  + Three question “tweet” type survey.
  + Call in feedback (record a prompt, student calls in and answers the prompt).
  + Regular meetings with students, faculty and staff to discuss a theme about learning.
* Remember to:
  + Engage students with diverse abilities and from diverse backgrounds.
  + Engage students with varying levels of involvement.

**Questions for Mona and Austin:**

1. Queens University. (2015). *Teaching and Learning in Higher Education Modules: Involving Students in the Assessment Process*. <https://www.queensu.ca/teachingandlearning/modules/assessments/24_s3_02_intro_section_02.html> [↑](#footnote-ref-1)