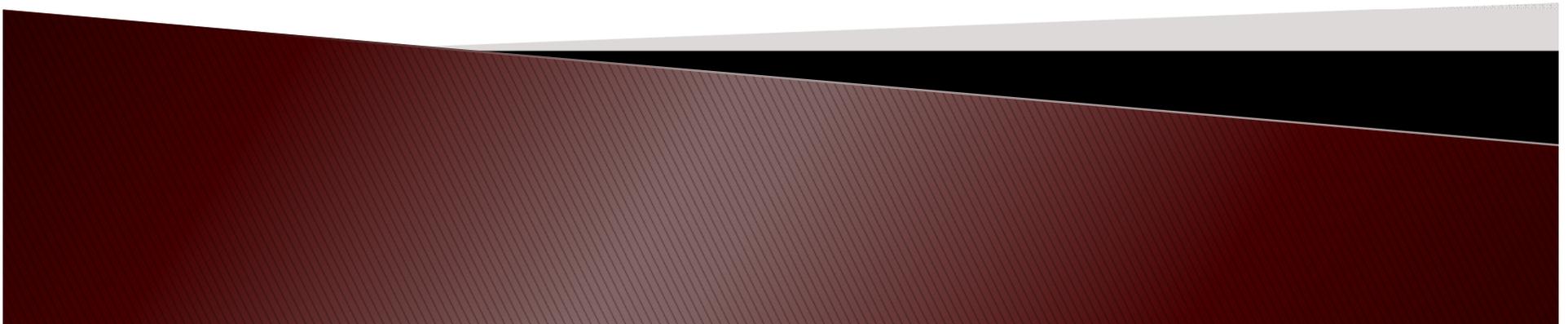


Embedded Assessment

Dr. Loraine Phillips
October 2011



Agenda

Course Embedded Assessment

- Definition
- Benefits
- Types and Examples
- Discussion

High Impact Practices and Assessment

Course Embedded Assessment

▶ Definition

- ▶ Assessment that already exists in classes and demonstrates student learning.

Course Embedded Assessment

- ▶ Takes place when an institutions collects assessment information within the classroom for program or institutional activities.

Course Embedded Assessment

- ▶ Scorers examine student-generated material to see if it provides evidence that students are achieving learning outcomes.

Course Embedded Assessment

- ▶ “Allows multiple section courses to use the same outcomes and rubrics, thereby guaranteeing consistency without the use of cookie-cutter syllabi or methods” (Garretson and Golson, 2005, p. 139).

Course Embedded Assessment

▶ Benefits

- Faculty-driven and meaningful
- Makes use of existing assessment information
- Highlights authentic evidence of learning

Types of Embedded Assessment

- ▶ Common Embedded Questions
- ▶ Common Writing Assignments
- ▶ Individual or Group Student Projects
 - Using the Culminating Activities, i.e. Capstone Course or Seminar
- ▶ Common Grading Rubrics

Culminating Activities

- ▶ Such as,
 - Capstone Courses
 - Internships
 - Thesis Defense
 - Senior Project
 - Seminar
 - Juried Competition or Public Performance
- ▶ Assessment at several levels and end-of-experience
- ▶ More than one outcome can be assessed using a culminating project

ePortfolios

- ▶ Collection of student work over time
 - Can show progress
 - Can show achievement

Consider your program...

- ▶ Where are the *junctions* in my program's curriculum where I can collect the most meaningful evidence to understand student achievement of outcomes?

(BREAK)

High Impact Practices (HIPs)

Using NSSE Data to Assess HIPs

- ▶ In 2007, George Kuh released the findings of a study which examined data collected from NSSE and other sources in order to show that students who participated in certain “educationally purposeful” activities had higher GPA’s, better retention rates, and better performance in many areas than students who did not have access to these activities.
- ▶ The “educationally purposeful” activities were termed “High Impact Practices” and form a central part of the AAC&U’s LEAP initiative.

High Impact Practices (HIPs)

(Kuh, 2008)

- ▶ First-Year Seminars and Experiences
- ▶ Common Intellectual Experiences
- ▶ Learning Communities
- ▶ Writing-Intensive Courses
- ▶ Collaborative Assignments and Projects
- ▶ Undergraduate Research
- ▶ Diversity/Global Learning (ex. study abroad)
- ▶ Service Learning, Community Based Learning
- ▶ Internships
- ▶ Capstone Courses and Projects

HIP findings from NSSE Data

HIPs are of benefit to all students, but have a greater impact on traditionally underserved student populations

Benefits to Underserved

Hispanic students showed a greater improvement in GPA than white students

HIP findings from NSSE Data

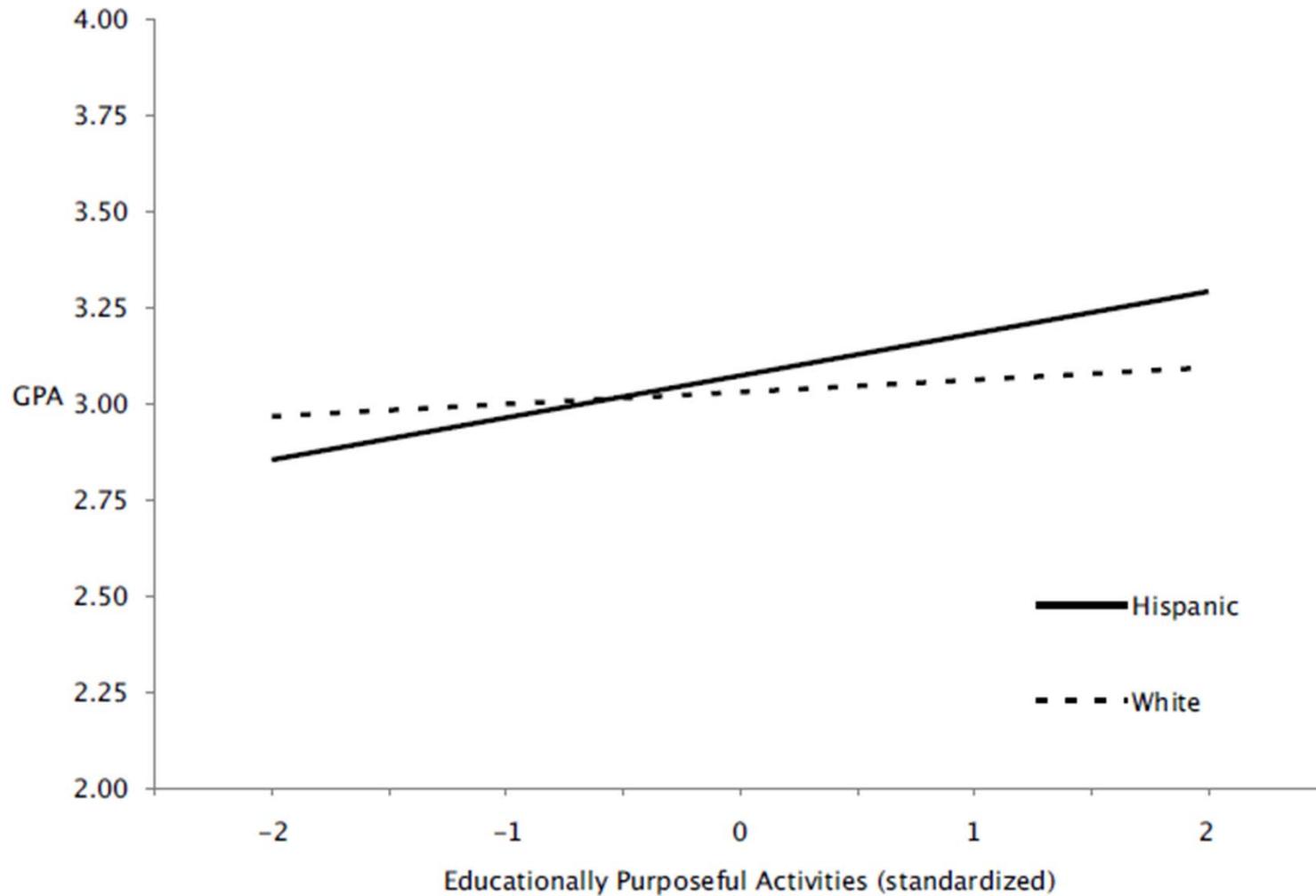


Figure from Kuh et al.(2008), p. 12.

Benefits to Underserved

African American students had a higher retention probability than white students

HIP findings from NSSE Data

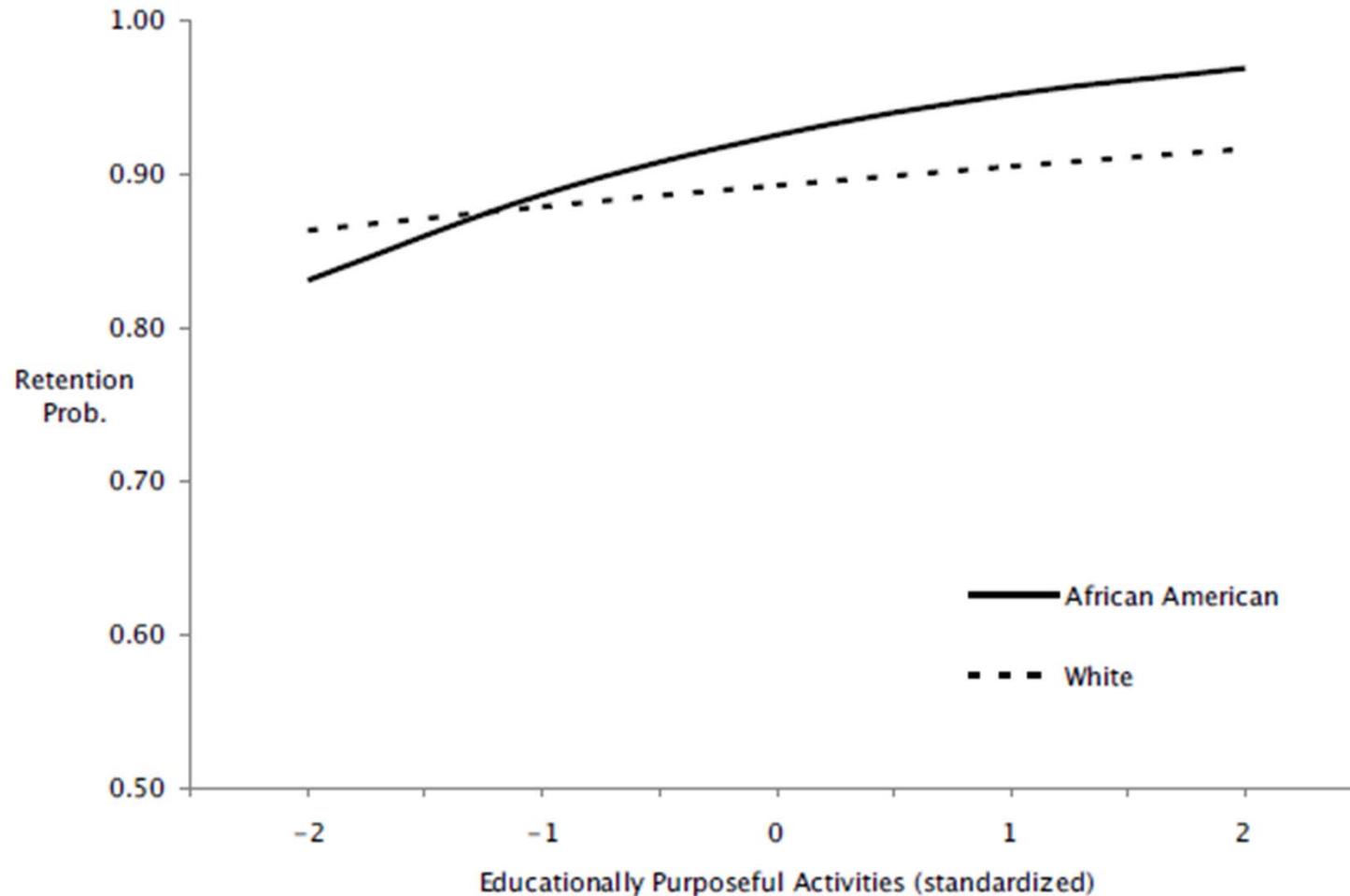
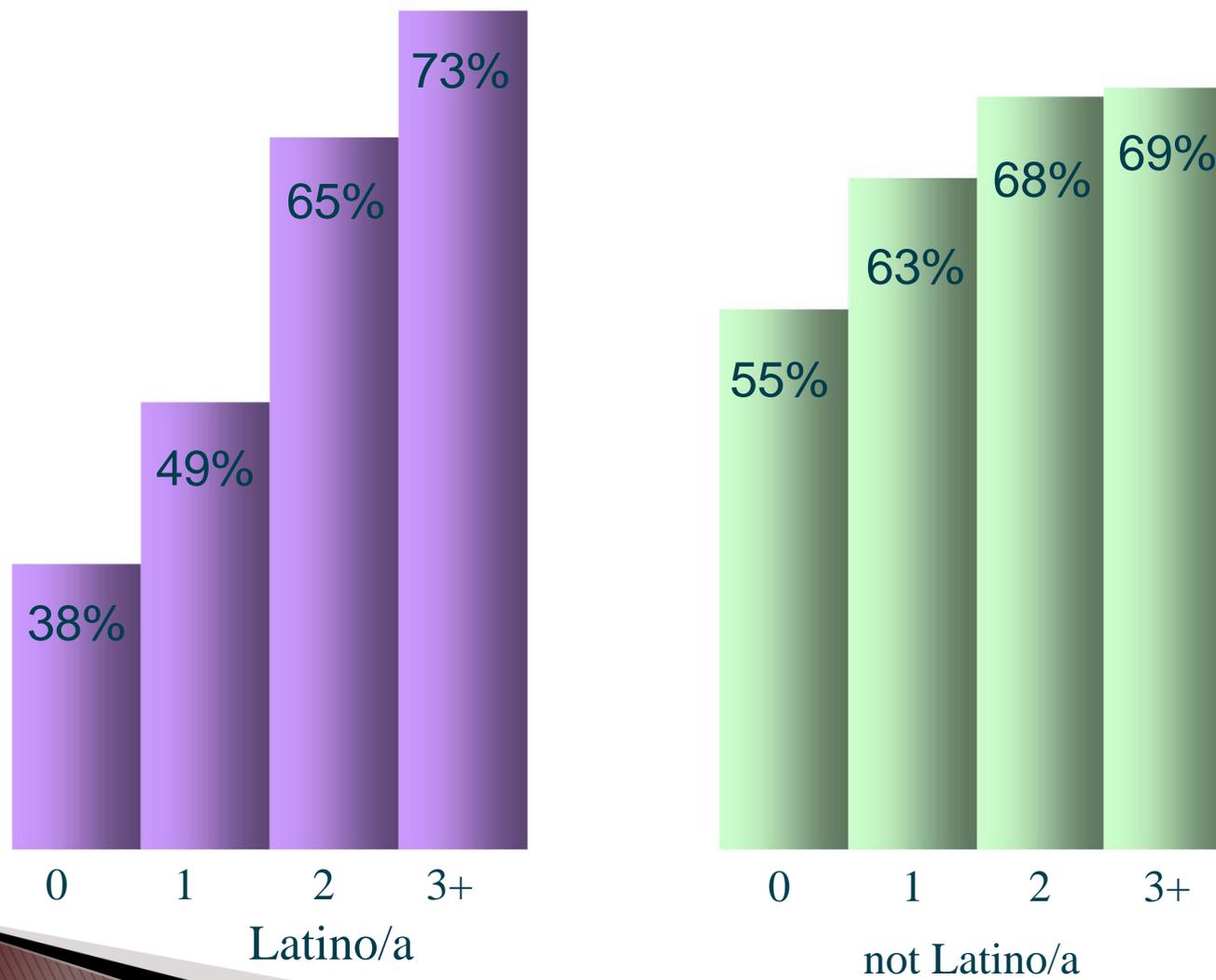


Figure from Kuh et al.(2008), p. 16.

Benefits to Underserved

- ▶ Data from California State University shows a pronounced difference in graduation rates between Hispanic and non-Hispanic students who participate in HIPs.

Graduation Rates by Ethnicity and Participation in High-Impact Practices



From O'Donnell, (2011).
Data Source: CSU Northridge
Institutional Research, August, 2010.

Example:

Assessing Undergraduate Research

- ▶ The Summer Undergraduate Research Experience (SURE) is an online assessment tool created in 2003 by researchers at Grinnell University to determine the benefits generated by undergraduate research experiences.
- ▶ SURE survey offers a standard set of learning gains to students involved in summer research programs
- ▶ Found that research experiences enhance intellectual skills (inquiry and analysis), reading comprehension, communication, and teamwork

Example:

Assessing Learning Communities

- ▶ The National Study of Living-Learning Programs (NSLLP) assesses how participation in living-learning programs influences achievement in academic and social outcomes
- ▶ Students who lived in LLPs reported applying more critical thinking skills and taking greater advantage of opportunities to apply knowledge. They also expressed greater commitment to civic engagement and took more service-learning courses

Where we need to go with HIPs

- ▶ HIPs are not outcomes, they are opportunities
- ▶ HIPs are (not always) frequently delivered in a course
- ▶ Outcomes-driven HIP design
- ▶ Direct measures of assessment (counting is not enough)
- ▶ HIPs still require meaningful student work which demonstrates outcome(s) achievement (ex. reflection)
- ▶ AAC&U VALUE Rubrics

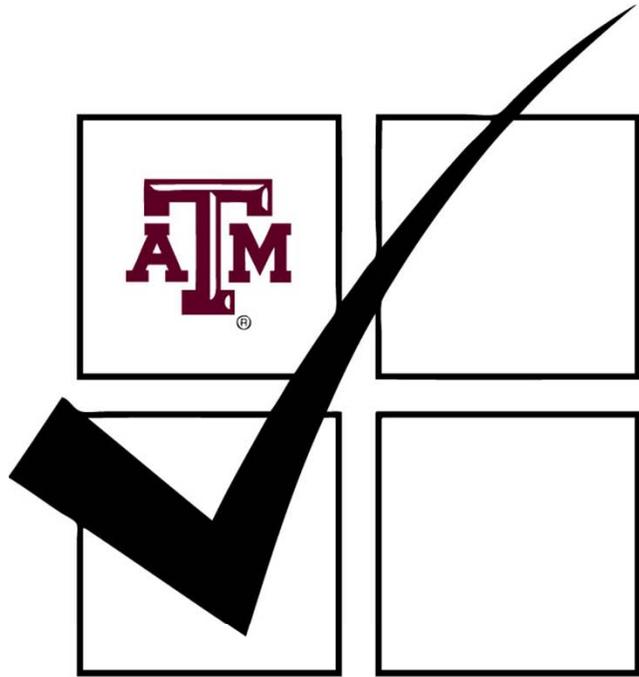
HIP Activity

- ▶ Which HIPs would make sense in your program and why?
- ▶ What is an example of a HIP that simply would not make sense within your program's curriculum?
- ▶ Q&A

Resources

- ▶ Brower, A., Inkelas, K. (2010). Living Learning Programs: One High-Impact Educational Practice We Now Know a Lot About. *Liberal Education*, Volume 96(2), 36-43.
- ▶ Finley, A. (2011). Assessment of High-Impact Practices: Using Findings to Drive Change in the Compass Project. *Peer Review*, Volume 13(2), 29-33.
- ▶ Garretson, H., Golson, E. (2005). Synopsis of the Use of Course-Embedded Assessment in a Medium Sized Public University's General Education Program. *The Journal of General Education*, Volume 54(2), 139-149.
- ▶ Kuh, G. (2008). *High Impact Practices: What they Are, Who Has Access to Them, and Why They Matter*. Washington, D.C.: Association of American Colleges and Universities.
- ▶ Kuh, G., Cruce, T., Shoup, R., & Kinzie, J. (2008) Unmasking the Effects of Student Engagement on First-Year College Grades and Persistence. *The Journal of Higher Education*, Volume 79(5), 540-563.
- ▶ Lopatto, D. (2010). Undergraduate Research as a High-Impact Student Experience. *Peer Review*, Volume 12(2), 27-30.
- ▶ National Study of Living-Learning Programs. (2011) *History*. Retrieved 24 October 2011. <http://www.livelearnstudy.net/behindthescenes/history.html>
- ▶ O'Donnell, Ken. (2011). *Going Deeper with Systemic Change: Barriers | Effective Catalysts | Collaborative Actions*. [PowerPoint slides]. Association of American Colleges and Universities LEAP State Summit, March 2011.

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One-Minute Evaluation

- ▶ What was the most valuable thing you learned?
- ▶ What is one question that you still have?
- ▶ What do you think is the next step that your program needs to take in order to implement course embedded assessment?