Embedded Assessment

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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 institution 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 *junctio*ns in my program’s curriculum where I can collect the most meaningful evidence to understand student achievement of outcomes?

  (BREAK)
High Impact Practices (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

Data Source: CSU Northridge Institutional Research, August, 2010.
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


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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?