

## **Embedded Assessment Plan**

Prepared by Paul Raymond, Director of Core Curriculum Assessment

September 14, 2004

### The Proposal

I am proposing that selected faculty teaching core curriculum courses in the spring of 2005 be asked to participate in a pilot study measuring the effectiveness of embedded assessment.

### A Definition of Embedded Assessment

Embedded assessment is a process whereby a faculty member consciously, explicitly and systematically monitors whether or not students are meeting the core curriculum goals in a specific core curriculum course. Assessment items are incorporated into existing evaluative instruments (e.g., exams, quizzes, short papers) already being administered in a course.

### The Purpose of Embedded Assessment

Embedded assessment allows a faculty member teaching a core curriculum course to determine whether or not students are fulfilling the core curriculum goals relevant that faculty member's course. In many cases, this knowledge will enable a faculty member to confirm that his or her pedagogical approach is effective in giving students the opportunity to meet core curriculum goals. When data indicate that students are not meeting core curriculum goals, a faculty member may want to reflect on how he or she might alter pedagogical approaches to provide more opportunity for students to master core goals.

### Implementation Plan

During the fall semester, the Director of Assessment for the Core Curriculum will meet with the chairperson of each department who had one or more courses evaluated by the Council during the 2003-04 academic year.

The chairperson will be asked to identify a faculty member who will be teaching one of the courses previously evaluated by the Council during the 2003-04 academic year who is willing to participate in this pilot study and agree to the following:

- Embed test questions (or other evaluative measures) that specifically measure whether or not students have met core curriculum goals into three or more evaluative instruments that would ordinarily be used to evaluate students' performance in the course
- Conduct a separate analysis of students' performance on the embedded test questions/evaluative measures and share the analysis with students
- Complete a short questionnaire immediately after grades are submitted.
- Administer a short questionnaire (four, closed-ended questions) to students during the final exam period

The questionnaire completed by the faculty member will include questions related to the following:

- Students' performance on measures related to core curriculum goals
- The extent that knowledge of students' performance resulted in changes in pedagogical approaches
- The amount of time and effort it took to develop, administer, and evaluate/correct embedded test questions (or other evaluative measures)
- The instructor's beliefs about the value of utilizing embedded test questions (or other embedded measures) that focus on core curriculum goals

The questionnaire administered to the students during the final exam period will include questions related to the following:

- The student's knowledge of the core goals associated with the course
- Whether the student focused on core goals in preparing for exams and other evaluative instruments
- Whether feedback on the student's performance on the embedded test items/evaluative measures influenced how the student prepared for subsequent exams or assignments
- The student's beliefs about the value of utilizing embedded test questions (or other embedded measures) that focus on core curriculum goals

#### Report to Core Council

The director of assessment for the core curriculum will analyze the data from the faculty and the student questionnaires and provide a report to the Core Council during the Council's October meeting, 2005.