

Fully Embedded Assessment Model: Discovering the Benefits and Innovations



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Everybody believes in innovation
until they see it.

Then they think, 'Oh, no; that'll
never work. It's too different.'

Nolan Bushnell

Agenda

- Introductions and Overview
- Foundation of Assessment at Capella
 - Assessment triangle
- Importance of Quality Assurance:
 - Quality Matters: The Essential Standards
- Fully Embedded Assessment Model (FEAM)
 - Foundation, Value, Process
 - Exercise
- Benefits
- Innovations
- Exploration

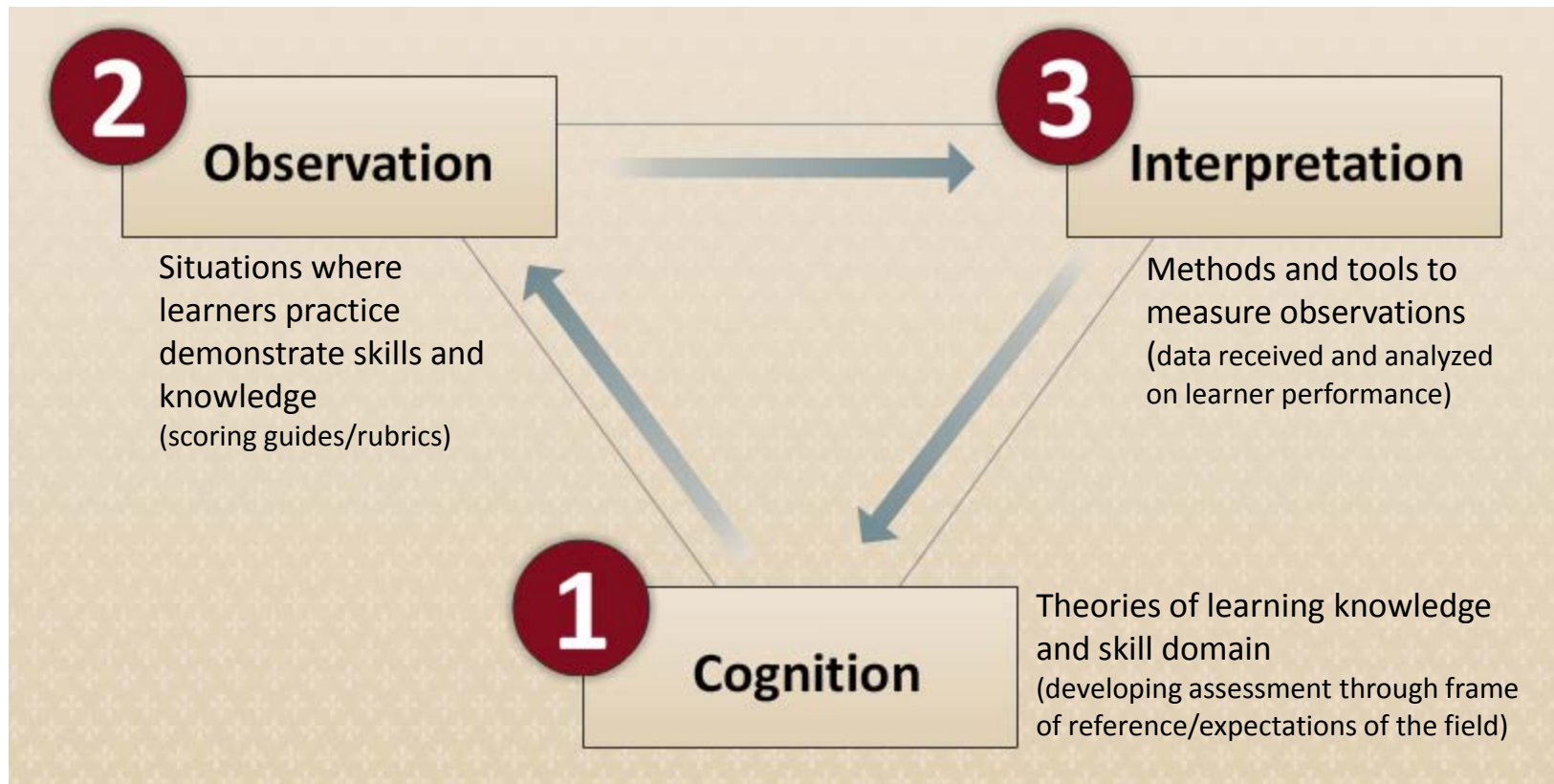
Learning Objectives

1. Articulate the importance of alignment in educational assessment.
2. Describe the methods used to implement a Fully Embedded Assessment Model.
3. Apply the concepts of a Fully Embedded Assessment Model to a course evaluation for Quality Matters.
4. Discuss the impact of a Fully Embedded Assessment Model on new initiatives.
5. Propose an initiative or process that draws on the concepts of a Fully Embedded Assessment Model.

The Assessment Triangle

Foundation: The Assessment Triangle

From *Knowing What Students Know: The Science and Design of Educational Assessment* (National Research Council, 2001)



Importance of Quality Assurance in Assessment

Quality Assurance and QM Essential Standards

- QM Essential Standards
 - Checkpoint for quality assurance
 - Reinforces sound instructional design and assessment development
 - Standards
 - **2.1:** The course learning objectives describe outcomes that are measurable
 - **2.2:** The module/unit learning objectives describe outcomes that are measurable and consistent with course level objectives
 - **3.1:** The types of assessments stated to measure the stated learning objectives are consistent with course activities and resources
 - **3.3:** Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy

Quality Assurance and QM Essential Standards (continued)

- Build in quality checks ensure consistency among courses
 - Include design elements that create an environment to facilitate learning
 - Unit introductions
 - Studies: readings, media
 - Discussions
 - Assignments
- Confirm alignment between the scoring guide criteria and course competencies
 - Ensure valid measurement
 - Deliberate alignment provides valid opportunities for learners to demonstrate competencies

Fully Embedded Assessment Model

Foundation

- FEAM
- Developed to measure progress toward demonstrating learning outcomes throughout a program
- Based on assignments and scoring guide criteria
- Requirements:
 - Assignments provide opportunity to demonstrate competency
 - Scoring guide criteria:
 - Align to one course competency
 - Define competency demonstration in professional setting

Foundation (continued)

- Goal
 - Document alignment relationships between course competencies and scoring guide criteria
 - Integrity of alignment supports reporting related to learner achievement of outcomes
- "Fully Embedded" = direct alignment
 - Program objectives
 - Course competencies
 - Assessment criteria
- Results reported as achievement of course competencies

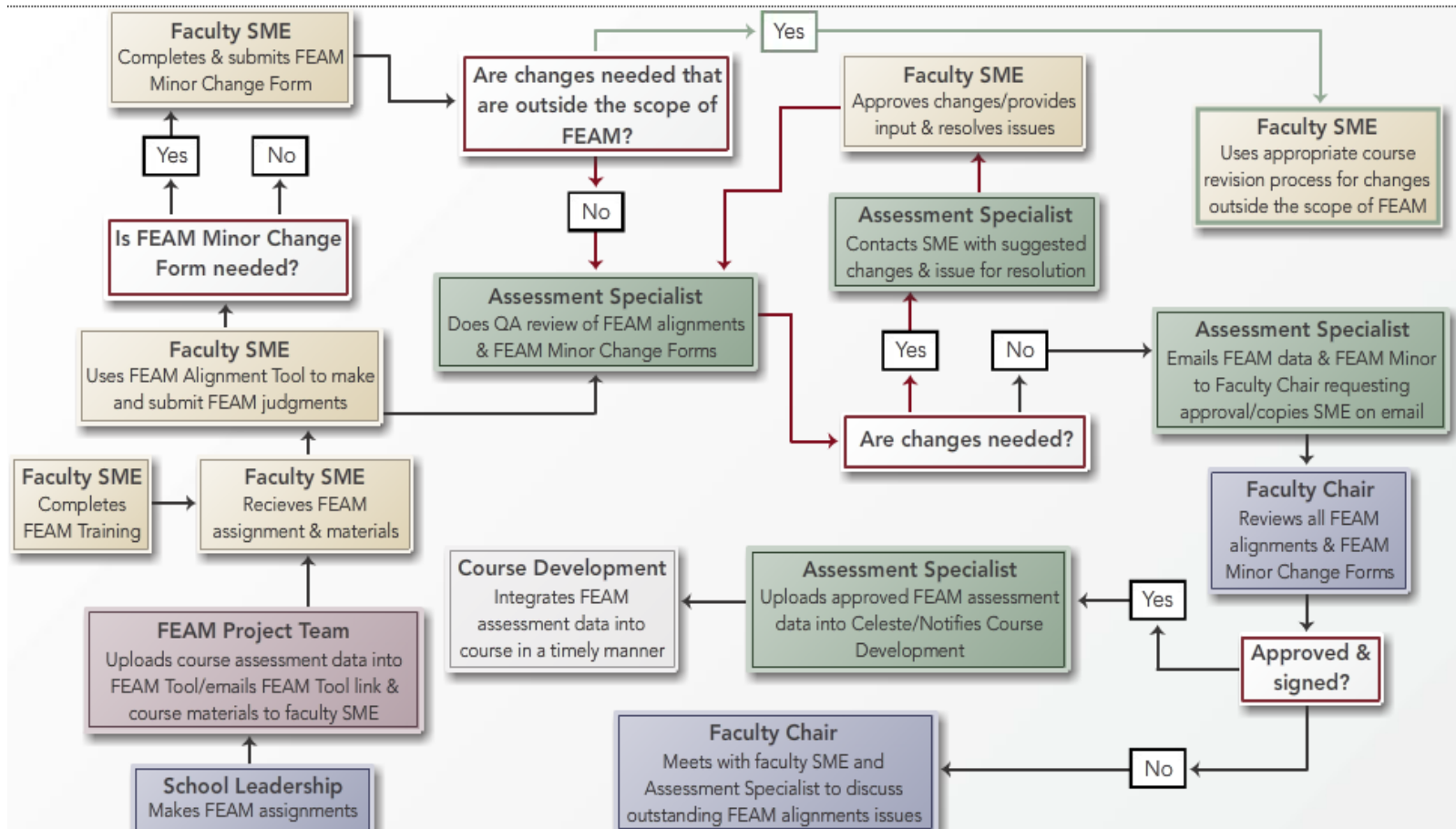
Value

- Alignment ensures educational excellence
- Validate assessment data
- Implement continuous quality improvement
- Identify performance issues for individual learners
- Provide personalized learning
- Provide near-real time reporting to multiple stakeholders

Value (continued)

- Learner success
 - Review detailed evaluation criteria in advance
 - Gain a clear understanding of expectation for success
 - View progress towards competency acquisition
 - Identify and address needed improvement
 - Gain confidence in ability to attain their learning and career goals

FEAM Process



Applying the FEAM Concepts

Applying FEAM concepts, referencing Quality Matters

Using FEAM concepts and referencing applicable QM Essential Standards:

- Align each scoring guide criterion to a course competency
- Mark your judgments in the competency column
- Note additional feedback on the scoring guide

QM Essential Standards:

- **2.1:** The course learning objectives describe outcomes that are measurable
- **2.2:** The module/unit learning objectives describe outcomes that are measurable and consistent with course level objectives
- **3.1:** The types of assessments stated to measure the stated learning objectives are consistent with course activities and resources
- **3.3:** Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy

Benefits and Innovations

Benefits: Alignment and Reporting

- Alignment to external standards
- Reporting capabilities
- Assessment system cycle

Benefits: Alignment to External Standards

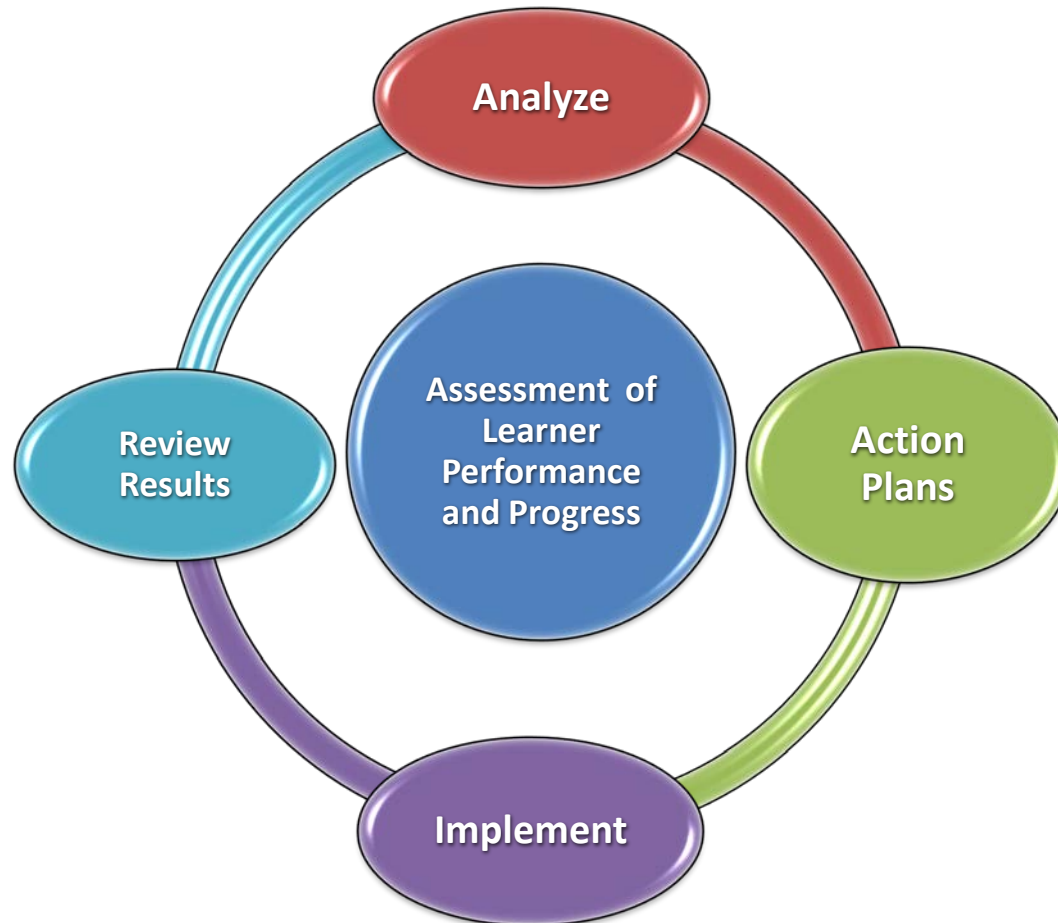
- Alignment of scoring guide criteria and external standards
 - MNBOT (Minnesota Board of Teaching)
 - CAEP (Council for the Accreditation of Educator Preparation)
- Alignment of external standards and signature assessments
 - CAEP
 - CACREP (Council for Accreditation of Counseling and Related Educational Programs)

Benefits: Reporting Capabilities

PEU 6.1

Course	Assignment	Criterion Text	N	Non-Performance	Basic	Proficient	Distinguished
COUN5215	u04a1	Outlines the extent to which personal values, emotions, and biases will influence ethical decisions.	54	0	9.26	20.37	70.37
	u10a1	Demonstrates commitment to ethical professional practice through self-reflection, appropriate interpersonal communication, and self-awareness when solving ethical dilemmas.	48	0	4.17	18.75	77.08
COUN5334	u02a1	Describes how the topic will assist in analyzing personal cultural competency.	53	9.43	0	0	90.57
	u10a1	Analyzes the influence of culture on attributes, values, perceptions, human behavior, and interpersonal relations to the selected population.	49	0	2.04	18.37	79.59
		Critically evaluates theories, methods, and research in cross-cultural awareness related to the selected population.	49	0	6.12	16.33	77.55
		Identifies and analyzes multicultural counseling and social justice advocacy competencies that can be used to improve interaction with selected population in a counseling setting.	49	0	4.08	36.73	59.18

Benefits: Assessment System Cycle



Innovations

- Course quality assurance system
- Competency map
- FlexPath

Innovations: Course Quality Assurance System

- External standard coverage
 - Addressed or assessed per expectations of accrediting bodies
- Competency coverage (formative)
 - Competencies formatively assessed with at least 2 aligned criteria (QM2&3)
- Competency coverage (summative)
 - Competencies summatively assessed at least once (QM3)
- Assessment description alignment
 - Grading criteria align with assessment description (QM3)
- Scoring guide criteria usage
 - Criteria are not compound, complex, vague, assessment-specific, unaligned (FEAM & QM3)
- Performance language leveled
 - Criteria are build toward expected level of performance (QM3)

Innovations: Competency Map

Select Term: Spring 2013 Select Course: MBA 6014 UPDATE

Status for Mary Shelly updated as of 12/16/12 PRINT/SAVE

MBA 6014:
Financial Accounting - Spring 2013
Instructor: [John Smith](#)

YOU HAVE COMPLETED

28
CRITERIA, towards

51
TOTAL CRITERIA



YOU HAVE COMPLETED

6
ASSIGNMENTS, out of

12
TOTAL ASSIGNMENTS



YOU HAVE **6** COMPETENCIES in this course

■ NON-PERFORMANCE
■ BASIC
■ PROFICIENT
■ DISTINGUISHED

COMPETENCY - 1

8 of 12 Criteria

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur excepteur... [MORE >>](#)

■ BASIC

COMPETENCY - 2

1 of 4 Criteria

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur excepteur... [MORE >>](#)

■ DISTINGUISHED

COMPETENCY - 3

4 of 8 Criteria

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur excepteur... [MORE >>](#)

■ PROFICIENT

COMPETENCY - 4

3 of 4 Criteria

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur excepteur... [MORE >>](#)

■ DISTINGUISHED

COMPETENCY - 5

8 of 12 Criteria

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur excepteur... [MORE >>](#)

■ DISTINGUISHED




COMPETENCY - 6

7 of 8 Criteria

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur excepteur... [MORE >>](#)

■ NON-PERFORMANCE

Innovations: FlexPath

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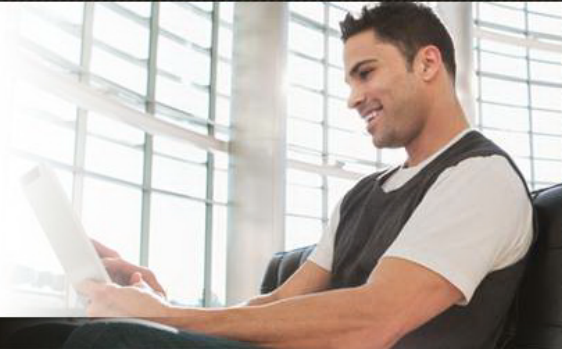
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Introducing FlexPath—an innovative format that allows you to complete courses on your own schedule—without weekly discussions or due dates—allowing you to save money and finish your degree sooner.



What is FlexPath?

FlexPath uses self-paced courses that allow you to complete your work on your own schedule. The degree outcomes are the same as Capella's traditional courses but with FlexPath, how you meet them is up to you. You'll build the career-enhancing skills that employers seek—in a more efficient, personalized way.

FlexPath Community

Visit the FlexPath discussion area to connect with other learners and contact your FlexPath tutors.

How Does FlexPath Work?

With FlexPath, you will earn your degree by completing a series of assessments in each required course. You will work at your own pace, moving quickly when you can or more slowly as needed. You are not required to participate in discussions, but will have the opportunity to connect with other learners in the discussion board on iGuide. While resources will be recommended, you can use any materials and resources you choose, including textbooks, eBooks, simulations, videos, articles, and work experiences.

Read more about How FlexPath works.

[Degree Options](#) | [Competency-based Learning](#) | [Assessments](#)

Exploration

Exploration and Ideas

- Discuss how you can use presentation information to:
 - Benefit your institution or organization
 - Improve an existing process
 - Create a new process
 - Springboard a quality assurance project
 - Facilitate further discussion in your institution
- Regroup and discuss

Thank you!

Contact information

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