

**LONGWOOD**  
UNIVERSITY



**Spring 2012 Longwood University  
Assessment Conference**

**Assessment: Charting the Course  
for Excellence**

**January 12, 2012**

**Longwood University**

## Speakers



Keynote speaker

Dr. Terrell Rhodes  
Vice President for Quality, Curriculum, and Assessment  
AAC&U



Luncheon speaker with introductions by Dr. Ken Perkins

Dr. Joe DeFilippo  
Director of Academic Affairs & Planning  
SCHEV



Closing remarks

President Patrick Finnegan

## Sponsors

The success of Longwood's second annual conference highlighting assessment at Longwood University is due to the support from the following sponsors:

- College of Business and Economics
- College of Education and Human Services
- College of Graduate and Professional Studies
- Cook-Cole College of Arts and Sciences
- Greenwood Library
- Office of Assessment and Institutional Research.
- Office of Vice President for Academic Affairs

## Schedule at a Glance

Thursday, January 12, 2012

8:45–9:05 am Registration & continental breakfast Hiner 210

**9:10–9:55 Welcome Hiner 207**

**Keynote by Terrell Rhodes, AAC&U**

	<i><b>Hiner 201</b></i>	<i><b>Hiner 212</b></i>	<i><b>Hiner 213</b></i>
10:00–10:45	<b>C1</b> McKenzie	<b>C2</b> Wentland & Marks	<b>C3</b> Whitaker
10:50–11:35	<b>C4</b> Welch & Revels- Parker	<b>C5</b> Aerni	<b>C6</b> Fowlkes
11:40–12:25	<b>C7</b> Holohan & Swanson	<b>C8</b> Church & Reeve	<b>C9</b> Wright
12:30–1:30 <b>Lunch &amp; Guest Speaker, Joe DeFilippo, SCHEV</b> Nance Room			
	<i><b>Hiner 201</b></i>	<i><b>Hiner 210</b></i>	<i><b>Hiner 212</b></i>
1:40–2:25	<b>C10</b> Townsend	<b>C11</b> Langlie, Quarles & Perry	<b>C12</b> Fink
<p><b>2:30–3:30 Closing Session Hiner 207</b></p> <p><b>SACS Panel</b></p> <p>Virginia Kinman, Frank Moore, Ken Perkins, Kathy Worster</p> <p><b>Closing Remarks and Announcement from President Finnegan</b></p>			

## Concurrent Sessions: 10:00–10:45 a.m.

**C1**— How can Longwood use NSSE data to improve student learning and encourage purposeful engagement?

Onie McKenzie

Track—Assessment and planning: Findings leading to actions

Hiner 201

Abstract— The National Survey of Student Engagement (NSSE) annually assesses the extent to which students engage in and are exposed to proven educational practices that correspond to desired learning outcomes. Since 2002, Longwood has participated in NSSE on a three-year rotation and in the spring of 2011, our undergraduates were asked about:

- their exposure to and participation in effective educational practices
- their use of time in and out of class
- what they feel they have gained from their Longwood educational experience
- the quality of their interactions with faculty and other students
- the extent to which they feel our institution provides a supportive environment

Benchmark results and institutional group comparisons for *Level of Academic Challenge*; *Active and Collaborative Learning*; *Student-Faculty Interaction*; *Enriching Educational Experiences*; and *Supportive Campus Environments* will be shared in addition to multi-year trends, high and low frequency behaviors, and perception of institutional emphases, student gains, and overall satisfaction. The presentation will conclude with a brief discussion of how various constituents can best use this information to encourage purposeful engagement and increase student learning.

Bio— Onie McKenzie returned to Longwood University in August of 2008 and now serves as the Associate Dean for Student Affairs. She oversees assessment and professional development for the division, co-teaches “Project Success” a sophomore-level credit bearing career and life planning class, and supervises the areas of Student Involvement, Leadership and Civic Engagement, and Diversity and Inclusion. Additionally, she enjoys working with the SACS Compliance Steering Committee, the Advisory Council on Assessment, and the Academic Affairs/Student Affairs Collaborative Team.

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**C2**—Assessing Economics Majors at Longwood: A Model of Success

Scott Wentland & Melanie Marks

Track—Innovative assessment: Opportunities, successes, and challenges

Hiner 212

Abstract—An overview of the innovative ways in which Economics majors at Longwood University are assessed will be provided. First, the presentation will begin by briefly describing the history of assessing our students and how it has evolved in recent years. Second, current assessment practices, highlighting recent successes and challenges will be shared. Finally, our feedback mechanism and ways in which our assessment practices ‘close the loop’ and foster continuous improvement will be described.

Bio—Scott Wentland is an Assistant Professor in the economics department. He earned his PhD at George Mason University and conducts research in a variety of fields, including real estate, law & economics, and public economics. He began teaching at Longwood in 2009 and regularly teaches International Economics and Principles of Macroeconomics, along with Managerial Economics for MBAs and upper-level electives. Scott lives with his wife in Chapel Hill, NC and one dog.

Melanie Marks is a Professor in the economics department. She earned her PhD at Texas A&M University and has a wide variety of research interests within economics, including economic education, experimental economics, and public economics. She regularly teaches Principles of Microeconomics along with a number of upper-level electives and she regularly leads study abroad programs at Longwood, traveling to places like Thailand, Malaysia, and Slovakia. Melanie lives in Farmville, VA with her husband and two sons.

**C3—Assessment that Encourages Student Preparation: Combining Team-Based Learning and Technology**

Steve Whitaker

Track—Innovative assessment: Opportunities, successes, and challenges

Hiner 213

Abstract— Team-Based Learning (TBL) is an instructional strategy that makes intensive use of small groups. TBL is effective in courses that contain significant amounts of content whose mastery requires application instead of recall. In TBL-based classes, students are responsible for learning a great deal of content on their own so that they come to class prepared to engage in higher-level learning tasks. It is essential that students be adequately prepared for these activities. Thus, a key component of TBL is the regular use of a two-part assessment to ensure student readiness for in-class tasks. The first part of this "Readiness Assurance Process" involves individual students taking a brief, multiple-choice test that covers the foundational content for which learners were responsible. The second part of the process involves predetermined groups of students collaboratively taking the same test as a way to share their understandings. Student grades are based on both performances.

This presentation will discuss this innovative form of assessment, including strengths and weaknesses, and how it may be applied, even in courses that are not based on the TBL model.

Bio— Dr. Steve Whitaker is an Assistant Professor of Education at Longwood University, where he teaches courses in educational technology, curriculum and instruction, and human learning and development. Dr. Whitaker has a Master's Degree in Secondary Social Studies Education from the College of William and Mary and a Ph.D. from the University of Virginia in Instructional Technology. His research interests include finding innovative, realistic uses of technology in support of teaching and learning; improving pre-service teachers' perceptions of themselves as educators; and exploring collaborative methods of strengthening education courses.

### **Concurrent Sessions: 10:50—11:35 a.m.**

**C4—Writing Center Assessment: Evaluating the Potential for Assessment Outcomes**

Kristen Welch & Susan Revels-Parker

Track—Innovative assessment: Opportunities, successes, and challenges

Hiner 201

Abstract—Little scholarship exists for use in planning an assessment for writing centers, yet writing centers are a much needed resource for students and aid in student retention. Without an assessment, writing centers lack direction in setting agendas for needed improvements. This session will offer an annotated bibliography of scholarship on writing center assessments and share the heuristics for creating an assessment plan for a university. By sharing our model and highlighting ways to streamline data collection, we will provide a paradigm for directors, administrators, and faculty faced with the task of documenting the effectiveness of a student support center.

Bio—Dr. Welch is in her third year as Director of Longwood University's Writing Center. She has overseen and revised Longwood's Written Communication Competency Assessment and the General Education Assessment of Freshman and Senior composition courses. She has presented on assessment in the past at Longwood and at the Virginia Assessment Group conference.

Mrs. Revels-Parker is a graduate candidate for a Master of Arts in Education and Writing at Longwood University. She is a first year graduate assistant for Longwood's Writing Center. She has a Bachelor of Arts in English with a concentration in secondary education, with instructional experience in secondary English and General Education Development (GED). She is helping Longwood's Writing Center clients identify their individual writing needs and guide them toward the confident writers they desire to become to successfully complete the rigors of writing for higher education.

**C5—Personal Response Systems:  
Mechanism for Immediate Assessment  
Feedback**

Pamela Aerni

Track—Innovative assessment:  
Opportunities, successes, and challenges

Hiner 212

Abstract— Finding ways to provide students with immediate feedback on assessments is often challenging for instructors. On-line tests and quizzes provide opportunities for formal formative assessments to give immediate feedback during the testing session. How can we provide the same type of individualized immediate feedback during informal formative assessments? The session will provide an opportunity for participants to observe classroom instruction where personal response systems are integrated for informal formative assessment purposes. Participants will actively engage in a short assessment lesson where responses to questions will be supplied using a personal response system. The advantages and disadvantages of the system will be discussed.

Bio—Dr. Pamela Aerni is an assistant professor in the Department of Education and Special Education at Longwood University. Her research interests are instructional coaching for teachers of mathematics, science, and special education; teacher and collective self-efficacy; and increasing pedagogical content knowledge through school-based professional development. She earned a Doctor of Philosophy in Education Policy, Planning, and Leadership in Special Education Administration from The College of William and Mary, a Masters of Education in Elementary Education from Virginia State University, and a B. S. in Family and Child Development from Virginia Polytechnic Institute and State University.

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**C6—Doing More with the Major Field Test** Melinda Fowlkes

Track— Assessment as a sustainable  
commitment

Hiner 213

Abstract—With a long history of using the MFT in Business to assess students' knowledge of core business concepts, instructors are now doing more with this assessment than just measuring results. Over the last couple of years we have refined our process for preparing students for the exam and are analyzing results by discipline for curriculum improvement. Also, for the first time this fall semester, we will be evaluating student performance by concentration.

Bio— Melinda is the assistant dean of the College of Business & Economics, and in this role, she coordinates the assessment of learning for the College. Over the last decade, she has guided the CBE faculty in identifying the learning outcomes, developing its methods of assessment, setting target performance levels, and formulating action plans for closing the loop based on results.

### **Concurrent Sessions: 11:40 a.m. —12:25 p.m.**

**C7— Where's the data?**

Deborah Holohan & Mandy  
Swanson

Track— Assessment as a sustainable  
commitment

Hiner 201

Abstract—The goal of this presentation is to assist faculty and staff in acquiring and utilizing data provided by the Office of Assessment and Institutional Research. The focus will include use of Central Management Console, Longwood Factbook, IPEDS, SCHEV, and internal report requests. Attendees will learn more about data availability, how to use a data on demand system, how to submit report requests, and what data is readily available on the OAIR website.

Bios—Deborah has served Longwood as the university Data Manager since October 2008 and has worked in IT/IR for Higher Education with the BANNER system since 1992. Formerly an SCT/SUNGARD consultant, she has a Master’s in Education from Cambridge College.

Mandalyn has been the Policy, Planning, and Report Specialist in the Office of Assessment & Institutional Research since October 2010. She received her B.S. in Economics from Longwood University in 2008 and is currently enrolled in the Community and College Counseling Master’s program with expectation to graduate in May 2012.

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<b>C8</b> —Using Standards and Course Level Assessments to Effect Program Improvement	Audrey Church & Frances Reeve	Track—Assessment and planning: Findings leading to actions
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Hiner 212

Abstract—In order to earn national recognition of our graduate program by the American Association of School Librarians, we must demonstrate candidate mastery of standards through learning outcomes. In this session, we will explore our national program standards and discuss how we selected key assessments from our courses and how we collect data to document candidate outcomes. We’ll also share how this data informs our teaching as well as curriculum change. The ultimate goal is program improvement for better candidate learning. (Note regarding terminology: students are K-12 students; candidates are graduate students enrolled in our program.)

Bio—Audrey Church is associate professor and coordinator of the School Library Media Program. She is the author of two books, *Your Library Goes Virtual* (Linworth, 2007) and *Leverage Your Library Program to Help Raise Test Scores* (2003), and numerous journal articles. A frequent presenter at state and national conferences, she is past president of the Virginia Educational Media Association, past chair of the Educators of School Librarians Section (ESLS) of the American Association of School Librarians (AASL), and past chair of the ALA/AASL NCATE Coordinating Committee. She currently serves as the ESLS representative to the AASL Board.

Frances Reeve is associate professor of School Library Media. She is coauthor of “Prove it! Using Data to Advocate for School Library Media Programs” in *Educational Media and Technology Yearbook*, 2009. She recently served as a member of the AASL Standards and Guidelines Implementation Task Force and is currently president-elect of the Virginia Educational Media Association.

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<b>C9</b> —Assessing Speaking Intensive Classes Intensively	Linda Wright	Track—Innovative assessment: Opportunities, successes, and challenges
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Hiner 213

Abstract—Often, speaking intensive classes focus on the assessment of a final speech that is a formal presentation including visual aids. In this session, multiple in-class assessment components will be presented, which support and lead students towards their final speech preparation.

Bios—Dr. Linda Berns Wright is an Associate Professor of Marketing in Longwood University’s College of Business and Economics. She has been with Longwood University for ten years. She has her PhD degree from the University of Tennessee, her MBA from the University of Michigan, her JD from Wayne State University, and Bachelor’s Degree from the University of Michigan.

## Concurrent Sessions: 1:40—2:25 p.m.

**C10**—WEAVEonline Tips, Tricks & Updates      Linda Townsend      Track—Assessment Practices that Support Institutional Effectiveness

Hiner 201

Abstract— With WEAVEonline or any technology, it takes time to become comfortable with it and time to discover how to make it work best for your own needs. Then as soon as you think you’ve “got it” the technology is upgraded or updated. Everyone is short on time, but here’s your chance to obtain in our brief time together some tips, tricks, and updates that can impact your use of WEAVEonline.

Bio—Linda Townsend has been working for Longwood University since June 2003. In October 2009, she took the position of Assessment Coordinator for the Office of Assessment and Institutional Research. Prior to that time, she was an Instructional Technology Design Specialist with Longwood’s K-12 outreach program, the Institute for Teaching with Technology and Innovative Practices (ITTIP). As part of her service, Linda trained and provided support to Longwood faculty through LOTI. She received her B.S. in ECED/LSEM from JMU, M.S. in Education from Longwood, and her Ph.D. in Educational Leadership & Policy Studies from Virginia Tech.

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**C11**—Applying the assessment cycle to online and hybrid instruction at Longwood      Jeannine Perry, Nick Langlie & Jenny Quarles      Track—Collaborative engagement for planning, implementation, and improvement

Hiner 210

Abstract—This session will look at how the Digital Education Collaborative will support the application of the assessment cycle to Longwood’s blended and online courses and instruction, how this fits with a new and improved LOTI training model, and how it supports SACs and other accrediting bodies. The use of data and analysis to promote collaboration, encourage communication, and identify focus areas for training and support is key to the assessment cycle. The presentation will include an overview of Quality Matters and how this assessment model allows us to ensure quality, promote excellence, and meet both internal and external requirements.

Bios—Jeannine has over 15 years of public school teaching experience, mostly at the elementary level, in the Shaker Heights City School district in northeast Ohio. She has also taught university level courses and continuing education workshops for over ten years. Jeannine earned her Ph.D in Curriculum & Instruction: Reading & Language Arts from Kent State University and her M.S. in English at and the same institution. Her B.A. from Hiram College includes a major in English (with secondary teaching endorsement), a minor in Writing and a minor in Business Management. Jeannine has published in several professional journals on literacy education, presented on numerous literacy topics regionally and nationally, and has been active in several professional organizations. Her areas of interest are nonfiction and content area literacy, comprehension instruction, writing instruction, learning communities, and program design and development for adult learners.

Dr. Nicholas Konrad Langlie serves as the Director of Planning and Policy with the College of Graduate and Professional Studies and an adjunct for graduate education and instructional technology and leadership for a number of universities. Nick is a certified school administrator in NY State and has a PhD in Educational Leadership.

Jenny Provo Quarles is the Director of Instruction and Training for the Digital Education Collaborative at Longwood within the College of Graduate and Professional Studies. Prior to coming to Longwood, Jenny worked with online and training programs for the University of Richmond, Germanna Community College, University of Hartford, and Clark University. In addition to her full time role at Longwood, Jenny is an adjunct instructor for the VCCS and has worked with Germanna on online education assessment and student preparedness to learn in an online environment.

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**C12**—Curriculum Mapping in Biology: An Approach to Reflection, Revision, and Change in the Major

Mark Fink

Track—Collaborative engagement for planning, implementation, and improvement

Hiner 212

**Abstract**— In Fall 2010, the Department of Biological and Environmental Sciences initiated an effort to evaluate the Biology curriculum in light of the needs of today’s biology graduates and with consideration of modern pedagogical approaches to serve the needs of those students. We began “with the end in mind” by attempting to reverse engineer graduates well equipped for the opportunities and challenges of the 21<sup>st</sup> century. We did so by identifying the knowledge, skills, and dispositions needed by those students and then mapping those attributes to our curriculum both to identify a foundation on which to build and to formulate strategies for progress. From these efforts to map our curriculum, we began to consider revisions of our core sequence. Small teams considered each course and wove the requisite knowledge and skills throughout. As this process continues, we are now considering new progressive approaches to the teaching of our core courses. This ongoing consideration of substantial change across the Biology curriculum has been challenging, generating a great deal of introspection into where we are as a department and where we might go. This presentation offers insight and advice to departments considering such an endeavor.

**Bio**—Mark Fink is an Associate Professor in the Department of Biological and Environmental Sciences at Longwood University and has served as Chair of that department since Fall 2010. Before joining Longwood in 2001, Mark completed his Ph.D. in Biology at the University of Missouri and his M.S. in Wildlife and Fisheries Sciences at Texas A&M University. His research specialization is avian ecology and conservation biology.

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**Closing Session**—SACS Evaluators in Our Midst: Tips for a Successful Accreditation Experience

Virginia Kinman,  
Frank Moore, Ken  
Perkins & Kathy  
Worster

Track—Assessment as a sustainable commitment

Hiner 207

**Abstract**—Three Longwood vice presidents who are seasoned SACS evaluators will share best practices from a reviewer’s perspective. Longwood’s current director of SACS compliance certification will facilitate the panel discussion and question/answer period. This session will be useful to anyone involved in program accreditation or the SACS 2014 reaffirmation process.

**Bios**—Virginia Kinman is associate professor in the Greenwood Library at Longwood University. She is currently reassigned from her regular role as Electronic Resources Librarian to direct the compliance certification for Longwood’s 2014 reaffirmation with SACS. She directed Longwood’s Fifth-Year Interim Report submitted to SACS in 2010.

Frank Moore is professor of French, Chief Information Officer and Vice President of Information & Instructional Technology Services at Longwood University. He has been a SACS evaluator for six years and has served on three on-site review committees.

Ken Perkins is professor of sociology and Interim Vice President for Academic Affairs at Longwood University. He has served as a SACS evaluator on one off-site and six on-site review committees. He is a member of the 2014 reaffirmation Leadership Team. He also directed Longwood’s 2003 reaffirmation of accreditation with SACS.

Kathy Worster is Vice President for Administration and Finance at Longwood University. She has served as a SACS evaluator for one off-site and two on-site review committees. She also co-developed a two-hour webinar for the Southern Association of College and University Business Officers with Donna Barrett, SACS Director of Institutional Finance, in 2010.