

VIRGINIA ASSESSMENT GROUP

FALL 2009

CONFERENCE SCHEDULE



NOVEMBER 16-18

KIRKLEY HOTEL,

LYNCHBURG VIRGINIA

HIGHLIGHTS



Dr. Belle Wheelan
President
SACS-COC

**Closing Plenary: A Conversation with
Dr. Wheelan**
Wednesday Nov. 18
11:00am-12:30pm



Dr. Katie Busby
Director of Institutional Assessment
Tulane University

**Opening Plenary: Taking Your Assessment
Practice from Good to Great**
Tuesday Nov. 17
9:00am-9:50am



Dr. Robin Anderson
Associate Director
Center for Assessment and Research Studies
James Madison University

Assessment Workshop for Beginners
Tuesday Nov. 17
10:00am-12:00pm

SPONSORS



Blackboard

Blackboard

Learn more at...
Concurrent Session (Tuesday, 1:30pm)
Display Table



WEAVEonline

Learn more at...
Concurrent Session (Wednesday,
10:00am)
Display Table



**The Center for Assessment and Research
Studies**

Learn more at...
The Reception (Monday, 6:30pm)
Display Table



**Atlantic Assessment
Conference**

Learn more at...
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♦ **Schedule at a Glance** ♦

Monday, November 16

6:00pm – 6:30	President’s Welcome (Ballroom)
6:30pm – 9:00	Reception (Ballroom)

Tuesday, November 17

Ballroom Break Out Rooms

	B1	B2	B3	Lynchburg	Liberty	Randolph Macon
7:30 – 9:00	Breakfast					
9:00 – 9:50	Opening Plenary P1 Katie Busby					
10:00 – 10:50				W1 Beginners’ Workshop R. Anderson	C1 Volk & Brown	C2 Drezek
10:50 - 11:10	Snack					
11:10 - 12:00				W1 Continued	C3 Handley & Thelk	C4 Culver
12:15 - 1:30	Lunch					
1:30 - 2:20				S-1 Blackboard	C5 Kinman	C6 Holmes, Clark, Miller, Goff, Eskew
2:30 - 3:20				C7 Weiner	C8 Kocevar- Weidinger & Lenker	C9 Barnes & Burchard
3:20 - 3:40	Snack					
3:40 - 4:30				C10 Van Dyke & Zaldivar	C11 Kelley	C12 McCollum & Harralson
4:30 – 6:00	Discussion with SCHEV (Location TBA)					

♦ **Schedule at a Glance** ♦

<u>Wednesday, November 18</u>						
	Ballroom			Break Out Rooms		
	B1	B2	B3	Lynchburg	Liberty	Randolph Macon
7:30am - 9:00	Breakfast					
9:00 - 9:50				C13 R. Anderson	C14 Orem, Koepfler, & Fulcher	C15 Painter
10:00 - 10:50				S-2 WEAVEonline	C16 N. Anderson, K. Anderson, & M. Swain	C17 McCabe, Driscoll, & Wagner
11:00 - 12:30	Closing Plenary P2 Belle Wheelan					

◆ Detailed Schedule ◆
Tuesday, November 17

7:30am – 9:00am

Breakfast

Muffins, Mini Croissants, Assorted Bagels and Fruit Breads, Assorted Juices, Freshly Brewed Regular and Decaffeinated Coffee and Assorted Hot Teas.

9:00am – 9:50am

Opening Plenary: Katie Busby

10:00am-12:00pm

Assessment Workshop for Beginners: Dr. Robin Anderson and Mr. Javarro Russell

10:00 - 10:50

C-1

<u>Title</u>	<u>Presenter (s)</u>	<u>Track</u>
Bridging the Divide: A Successful Academic Affairs and Student Affairs Assessment Venture	Fred Volk Josh Brown	<i>Best practice</i>

Abstract

The Psychology Student Scholars program and the Office of Student Affairs Assessment began collaborating in response to a perceived institutional emphasis on both scholarship and continuous improvement. The presentation reviews the threefold goals of this unique collaboration: a) provide exceptional undergraduate students with meaningful research experience that students can leverage for acceptance to graduate programs, b) provide teaching faculty an organizational infrastructure that enables research that is both meaningful and theoretically relevant, and c) maximize the collective university mindshare to maximize both the cost-effectiveness and meaningfulness non-academic assessment efforts.

Bio of Presenter(s)

Fred has Ph.D. in Psychology from Wichita State University. He teaches research methods and statistics, is the Associate Chair, Assessment Coordinator, and the Director of the scholars program for the Psychology Department at Liberty University.

Josh possesses a M.Ed. in Student Development from Azusa Pacific University and is currently a Ph.D. student in the Social Foundations of Education program at the University of Virginia. He serves as one of the Virginia Assessment Group (VAG) Board of Directors.

♦ **Detailed Schedule** ♦
Tuesday, November 17

10:00-10:50

C-2

<u>Title</u>	<u>Presenter (s)</u>	<u>Track</u>
Assessing Essential Learning Outcomes with the VALUE Metarubrics	Kate Drezek	<i>Best practice</i>

Abstract

Ask faculty about the purpose of their courses, programs, or even higher education more broadly, and they will likely identify a common list of higher order intellectual skills and abilities – from critical thinking and quantitative reasoning to written communication and collaboration – that students should develop throughout their undergraduate experience. That said, assessing such broad-based competencies presents a significant challenge, as definitions and available measures may vary significantly across disciplines. The American Association of Colleges & Universities (AAC&U) is addressing this very challenge through its VALUE – Valid Assessment of Learning in Undergraduate Education – METARUBRICS project. This presentation will provide information on the VALUE initiative, including access to every metarubric developed for each of AAC&U’s 14 *Essential Learning Outcomes*.

Bio of Presenter(s)

Kate Drezek has worked for the Virginia Tech Office of Academic Assessment since 2008. She earned a bachelors degree as an Echols Scholar from University of Virginia, a masters degree in history from Providence College, and a doctorate in education psychology from Virginia Tech. She previously served as Director of Planning and Institutional Research at Stonehill College.

10:50-11:10

Mid-Morning Break
Freshly Brewed Regular and Decaffeinated Coffee
And Assorted Hot Teas

♦ **Detailed Schedule** ♦
Tuesday, November 17

11:10-12:00

C-3

<u>Title</u>	<u>Presenter (s)</u>	<u>Track</u>
Exploring attitudes and beliefs about subject areas among pre-service teachers	Mary Handley Dr. Amy Thelk	<i>Assessment Research</i>

Abstract

Attitudes and beliefs about core content areas among pre-service teachers were investigated using survey instruments modified to address math and science or humanities and social sciences content areas. Factor analysis was used to evaluate the reliability and validity of the modified instruments. The results indicate that there are differences in the pattern of students' attitudes and beliefs across these subject areas. Overall it appears that students have more positive attitudes toward humanities and social science classes than they do toward math and science classes.

Bio of Presenter(s)

Mary Handley is a faculty member in Integrated Science and Technology (ISAT) at James Madison University. She coordinates assessment for ISAT and for Interdisciplinary Liberal Studies, the content major for pre-service K-8 teachers.

Amy Thelk is the director of assessment for JMU's College of Education. She holds a Ph.D. in assessment and measurement from James Madison University.

◆ **Detailed Schedule** ◆
Tuesday, November 17

11:10-12:00

C-4

<u>Title</u>	<u>Presenter (s)</u>	<u>Track</u>
How Many Meanings Do My Data Have?	Steve Culver	Research

Abstract

The English department at VT annually draws samples of their majors' work from undergraduate electronic portfolios in order to examine the degree to which students achieve the learning outcomes defined by the faculty as important to the major. This process involves at least two raters using a standard three-point rubric for each paper. Six dimensions are evaluated, including an overall rating. Based on ratings from 33 papers, do the data reveal that the target was met or not? This presentation focuses on the discussion around the interpretation of the results and how different interpretations lead to different conclusions.

Bio of Presenter(s)

Steve is Assistant Director of the Virginia Tech Office of Academic Assessment. He is the author of several refereed articles and book chapters on cultural awareness and gender equity, outcomes assessment & evaluation, and student persistence in higher education. In addition, he has served as an evaluation consultant to several state, federal, and international agencies

12:15pm – 1:30pm

Lunch Buffet

Soup du Jour with Crackers, Garden Salad
with Assorted Dressings, Penne Pasta Salad, Deli Meat and
Cheese Tray with Assorted Bread and Condiments,
Baked Potato Bar, Chili, Hot Cheddar Cheese

◆ **Detailed Schedule** ◆
Tuesday, November 17

1:30pm – 2:20pm

S1 - Blackboard

Accountability requirements are often the major impetus to change for institutional assessment initiatives, but all too often the data are not acted upon internally to improve student success. Whether you need to improve retention and graduation rates, mastery of core skills, or even student satisfaction rates, institutional assessment initiatives can support improvement with actionable data. Online tools can help you move from measurement to improvement faster and more efficiently.

Blackboard's teaching, learning, and assessment solution -- Blackboard Learn for Outcomes Assessment -- is the most comprehensive solution available on the market today. It is the only solution supporting the full cycle of assessment on a single platform. Learn how Blackboard's broad set of tools can help you support your student success initiatives by building on the platform you already use for teaching and learning.

In this session you will learn:

- How goals and outcomes provide a framework for actionable knowledge
- How to use assessment to serve accountability and improvement
- How Blackboard's solution addresses the entire assessment cycle

Presenters:

DR. KAREN YOSHINO
DIRECTOR, BLACKBOARD GLOBAL SERVICES

Dr. Yoshino possesses a broad range of education administration experience including outcomes assessment, accreditation review, and diversity management for and colleges and universities. Currently, she provides consulting services to academic institutions at all stages of outcomes assessment projects beginning with initial assessment planning and design through results analysis for improving student learning and other organizational outcomes. With over twenty-two years experience as a college administrator, she has served on numerous accreditation teams in public and private institutions and contributed to educational policy at the national level. Dr. Yoshino's prior professional roles include Executive Director for the SAT at The College Board, Director of Institutional Assessment at Occidental College, and over eighteen years as a college business officer at Harvey Mudd College including service as the Executive Assistant to the President. Dr. Yoshino holds a Doctorate of Philosophy in Education from the Claremont Graduate University where her dissertation focused on leadership in U.S. higher education. She was a visiting scholar at New York University in 2006 collaborating with colleagues on a 2007 paper entitled Asian/Pacific Americans and Higher Education: Facts, Not Fiction: Setting the Record Straight.

◆ **Detailed Schedule** ◆
Tuesday, November 17

1:30pm – 2:20pm

S1 - Blackboard (cont.)

Dr. Donna Jones

Senior Pedagogical Solutions Engineer-Assessment

Donna's current focus is on using technology to incorporate outcomes-based assessment into the teaching and learning environment. Donna has designed, developed, and taught online courses since 2000 and recently managed an emerging technology center responsible for investigating and teaching with emerging technologies. She has worked with other institutions to develop distance learning consortium and has been a consultant to the Iowa Communications Network to improve distance learning opportunities in her home state of Iowa. Donna has many years of experience in business and software education including instructional design and development as well as teaching, training, and consulting. Donna is a current board member and past president of the Iowa Distance Learning Association (IDLA), the first state chapter of the United States Distance Learning Associations (USDLA). Donna has earned her doctorate of education in Instructional Technology and Distance Education and her dissertation focused on assessing virtual team building and improved collaboration through problem-based learning in the distance environment.

◆ **Detailed Schedule** ◆
Tuesday, November 17

1:30-2:30

C-5

<u>Title</u>	<u>Presenter (s)</u>	<u>Track</u>
Harnessing Electronic Resource Usage Data for Effective Policy Making	Virginia Kinman	<i>Best practice</i>

Abstract

The increased use and availability of online resources continues to impact teaching and learning in higher education. Academic librarians must demonstrate in new and more compelling ways how electronic resources contribute to the goals of their institutions. Using e-metric standards, the Greenwood Library at Longwood University has developed innovative ways to demonstrate the impact of electronic resources within the context of the academic library and the institution. This session will show how the library collects and analyzes electronic resource usage statistics to discern issues that may affect planning and policy.

Bio of Presenter(s)

Virginia Kinman is Electronic Resources Librarian at Longwood University, where she also coordinates the library's assessment activities. She has published and presented on electronic resource usage data analysis and library assessment.

♦ **Detailed Schedule** ♦
Tuesday, November 17

1:30-2:30

C-6

<u>Title</u>	<u>Presenter (s)</u>	<u>Track</u>
From Ordinary to Extraordinary: Innovative Student-Faculty Collaboration Demonstrates how E-portfolios Assess Student Learning	Ashley Holmes Susan Clark Rachel Miller Hannah Goff Amanda Eskew	<i>Best practice</i>

Abstract

An ePortfolio system was designed by a student-faculty team. It enables undergraduates to have a multidimensional showcase of achievements. The ePortfolio is generated from two matrices, an assessment and a portfolio matrix. The assessment matrix includes six learning domains that align with specific dietetics education standards. Assignments are uploaded into the assessment matrix for systematic faculty review of learning outcomes which ensures the quality of the dietetics curriculum. Then students utilize a portfolio matrix tool to construct the ePortfolio for publication. The ePortfolio system engenders cultivation of technology skills where students move toward purposeful activities that demonstrate learning.

Bio of Presenter(s)

Ashley Holmes is a graduate student in the Department of Human Nutrition, Foods and Exercise who has been instrumental in the development of the ePortfolio initiative for the undergraduate dietetics program.

Susan Clark is a faculty member in the Department of Human Nutrition, Foods and Exercise and has coordinated the ePortfolio initiative using a student management team for the undergraduate dietetics program.

◆ **Detailed Schedule** ◆
Tuesday, November 17

2:30-3:20

C-7

<u>Title</u>	<u>Presenter (s)</u>	<u>Track</u>
Do You Really Have a Culture of Assessment?	Wendy Weiner	<i>Best practice</i>

Abstract

When accreditation visiting teams arrive, one of the first things a nervous college representative announces is that they have a culture of assessment. Too often, the speaker lacks an understanding of what that truly means. *Culture* is defined as the “predominating attitudes and behaviors that characterize the functioning of a group or organization.” When this definition is applied to assessment, one must seek the prevailing attitudes and behaviors regarding assessment in an institution. This session identifies fifteen major attitudes and behaviors contributing to a culture of assessment and how each can be accomplished. Only when an institution is firmly on the path to meeting these standards can one boast of having a culture of assessment.

Bio of Presenter(s)

Dr. Wendy Weiner has spent 20+ years in higher education as both a faculty member and an administrator involved in the assessment process. Activities included developing pilot assessment

◆ **Detailed Schedule** ◆
Tuesday, November 17

2:30-3:20

C-8

<u>Title</u>	<u>Presenter (s)</u>	<u>Track</u>
Collaboration that leads to meaningful iterative assessment	Elizabeth Kocevar-Weidinger Mark Lenker	<i>Best Practice</i>

Abstract

The librarians at Longwood University's Greenwood Library were charged with determining how and when to assess the "value-added "contribution the institution has made to the student's development"" for the sixth SCHEV competency, Information Technology Literacy. Our goal was to develop a program that assessed the knowledge and skills that the institution, not just the library, believed students should attain at Longwood. By bringing in constituents from across campus to devise and implement a home-grown assessment protocol, we were able to generate buy-in for an instrument that measured student competencies in areas that matter for faculty and librarians. Learn about how we built on our strength, strong faculty ties, to build a collaborative, iterative process to assess and improve our students' learning outcomes.

Bio of Presenter(s)

Liz received her MLIS in 1993 from University of Texas at Austin and her M.Ed. in 1996 from Frostburg State University. Before coming to Longwood in 1999, where she is currently the Head of Instruction/Reference Services, she was the Instruction Coordinator at Frostburg State University, Frostburg MD. She has published and presented on reference and instruction services, faculty collaboration, and informal learning spaces.

Mark is Assistant Librarian for Reference and Instruction at Longwood University's Greenwood Library. He received his MLIS from the University of Wisconsin-Milwaukee in 2006. Prior to entering the library world, he studied and taught philosophy at Marquette University in Milwaukee, Wisconsin, where he received his Ph.D. in 2003. He has written and presented on reference and instruction services, collaboration between libraries and writing centers, and ethical issues in libraries.

◆ **Detailed Schedule** ◆
Tuesday, November 17

2:30-3:20

C-9

<u>Title</u>	<u>Presenter (s)</u>	<u>Track</u>
Measuring the Self-Efficacy of Teachers Using Response to Intervention Methods in Classrooms.	Susan K. Barnes Melinda Burchard	<i>Assessment Research</i>

Abstract

Response to Intervention (RTI) is an educational model required by the No Child Left Behind Act and the Individuals with Disabilities Education Act (IDEA). This multi-tiered approach integrates ongoing assessment of individual student progress with targeted instruction, a process previously reserved for students with special needs. Effective educators need training in selecting appropriate instruments and conducting accurate assessments. This presentation describes the development of a scale to measure self-efficacy of educators using RTI to better identify areas in which educators need additional support. Presenters will share the results from the pilot administration, including the factor analysis and mean scores.

Bio of Presenter(s)

Susan teaches in the Early, Elementary and Reading Dept. at James Madison University. Previously, she taught early childhood at the University of Michigan and Harrisonburg Public Schools. She does child care training for the Virginia Dept. of Social Services. She is pursuing a Ph.D. in Assessment and Measurement at JMU.

Melinda teaches in the Exceptional Education Dept. at James Madison University. As a learning strategies specialist, she provides professional development using the Response to Intervention framework to school personnel. Previously, she taught in Rockingham County Public Schools. She is pursuing a Ph. D. in Special Education at George Mason University.

3:20pm – 3:40pm

Afternoon Break
Freshly Baked Cookies and
Brownies, Freshly Brewed
Regular and Decaffeinated
Coffee and Iced Tea

◆ **Detailed Schedule** ◆
Tuesday, November 17

3:40-4:30

C-10

<u>Title</u>	<u>Presenter (s)</u>	<u>Track</u>
The ePortfolio as a Program Assessment Tool	Ray Van Dyke Marc Zaldivar	<i>Best Practice</i>

Abstract

The use of portfolios as a means to collect and evaluate student work has been a common strategy in some academic programs. When one moves this strategy into the electronic world and changes the thinking from individual student assessment to program assessment, ePortfolios hold great promise as an effective way to assess a program's student learning outcomes. This workshop will present the student ePortfolio as a web-based, interactive tool to assist programs and departments with self-studies, student learning outcomes assessment, and accreditation. The focus of this workshop will be on the process of using student work as a direct measure for program assessment and improvement.

Bio of Presenter(s)

Ray Van Dyke serves as the director of the Office of Academic Assessment at Virginia Tech. He has spent over 30 years in K-12 and higher education in Virginia. He holds bachelors, masters, and doctoral degrees from Virginia Tech in various curriculum and administrative areas. He has presented at regional, state, and national conferences, as well as published articles in state and national publications.

Marc Zaldivar serves as the director of the ePortfolio Initiative in the Learning Technologies Program at Virginia Tech. He received bachelors, masters, and doctoral degrees from Virginia Tech in English and instructional design and technology. He now leads a university-wide effort to promote the use of eportfolios as a powerful teaching and assessment tool.

◆ **Detailed Schedule** ◆
Tuesday, November 17

3:40-4:30

C-11

<u>Title</u>	<u>Presenter (s)</u>	<u>Track</u>
Computer-based motor skill assessment training	Luke E. Kelly	<i>Confronting the Facts</i>

Abstract

This session will review the need for competency-based assessment training in the preparation of physical education teachers. The session will focus on how computer technology can be used to address this need. The Motor Skill Assessment Program (MSAP), an individualized, self-paced, web-based application designed to train teachers how to qualitatively assess motor skills will be demonstrated. The program has three options: tutorial, guided practice and competency evaluation. After the MSAP demonstration and a brief review of the research to-date on its effectiveness, participants will have the opportunity to discuss the strengths and weaknesses they see to using applications like MSAP to address assessment training in their programs.

Bio of Presenter(s)

Professor of Kinesiology; Program Coordinator of Kinesiology and Director of Adapted Physical Education at the University of Virginia; author/coauthor of 10 books, 17 chapters, and 40+ articles -- many of which address assessment; fellow in the American Academy of Kinesiology and Physical Education.

♦ **Detailed Schedule** ♦
Tuesday, November 17

3:40-4:30

C-12

<u>Title</u>	<u>Presenter (s)</u>	<u>Track</u>
<i>Reducing Friction: How the Proper Relationship Between Governance and Assessment Can Increase Institutional Effectiveness</i>	Laura McCollum Naomi Harralson	<i>Best Practice</i>

Abstract

Meaningful governance structures provide the proper framework for dynamic institutional assessment. By establishing clear lines of executive and legislative authority in each functional area, institutions are equipped to implement processes and practices that foster institution-wide “ownership” of assessment to inform policy development, program improvements, strategic planning, and resource allocation. In this session, representatives of the Office of Institutional Effectiveness & Strategic Initiatives at Patrick Henry College will discuss how institutions can review, refine, and revise governance frameworks to streamline and energize assessment efforts and mechanisms for internal function and external review—thus cultivating an enduring culture of disciplined assessment.

Bio of Presenter(s)

Dr. McCollum’s faculty and administrative positions at several institutions has provided her with substantive experience in the areas of regional, national, and programmatic accreditation, and assessment, planning, and budgeting. She has authored courses at graduate and undergraduate levels and her research interests include psychometrics and philosophical foundations of education.

Since graduating from Patrick Henry College in 2005, Naomi Harralson has worked at her *alma mater* researching, writing, and building the College’s institutional effectiveness “infrastructure.” The College’s relative youth has afforded her this unique opportunity, which has also involved coordinating accreditation and state recertification efforts and designing customized software solutions.

4:30—6:00
Discussion with SCHEV
Ballroom

◆ **Detailed Schedule** ◆
Wednesday, November 18

7:30am – 9:00am

Breakfast

Chilled Orange, Tomato and Grapefruit Juice,
Fluffy Scrambled Eggs, Bacon and Sausage, Home
Fried Potatoes, Biscuits, Butter and Jams, Freshly
Brewed Columbian Coffee, Decaf Coffee, Tea or Milk

9:00-9:50

C-13 – Forum on Assessing Transfer Students

This session, moderated by Virginia Assessment Group President, Dr. Robin Anderson, will provide participants with an opportunity to discuss issues related to assessing transfer students. Issues related to defining who is a transfer student and how to handle students who have acquired credits at multiple institutions will be discussed. This session is a follow-up to VAG participation on the September 2009 SCHEV State Committee on Transfer panel regarding transfer assessment.

◆ Detailed Schedule ◆
Wednesday, November 18

9:00-9:50

C-14

<u>Title</u>	<u>Presenter (s)</u>	<u>Track</u>
Evaluating Writing Assessment Strategies: Making a Case for Validity One Step at a Time	Chris Orem James Koepfler Keston Fulcher	<i>Research</i>

Abstract

Taking your assessment tool from good to great necessitates trusting assessment results. To this end, gathering validity evidence is central to improving assessment tools and providing evidence for how you use and interpret results. During this presentation, the presenters will share a college writing assessment design including a new rubric prototype. In addition to reviewing preliminary results, participants will also discuss Benson's three step approach to validity and how it will lead to future revisions of the writing assessment process. Additionally, participants will brainstorm how they can utilize Benson's approach to improve test development.

Bio of Presenter(s)

Chris Orem is a first year doctoral student in the Assessment and Measurement PhD Program at James Madison University. He is a graduate assistant at the Center for Assessment and Research Studies (CARS) and his major research interests include assessing outcomes in student affairs and higher education.

James Koepfler is a second year graduate psychology student in the Psychological Sciences program at James Madison University. He is a graduate assistant at the Centers for Assessment and Research Studies (CARS) and works on several projects focusing on writing assessment and generalizability of test scores. His research interests are in paramilitary and military assessment specifically in the areas of validity and reliability of the assessment processes.

Dr. Keston Fulcher is an Associate Assessment Specialist and Assistant Professor at James Madison University. Previously he served as the lead assessment officer at two different institutions. In these roles he has consulted with scores of academic programs and support units on assessment in the context of accreditation and internal improvement. He teaches classes in statistics and measurement, and his research interests include validity in higher education assessment.

◆ **Detailed Schedule** ◆
Wednesday, November 18

9:00-9:50

C-15

<u>Title</u>	<u>Presenter (s)</u>	<u>Track</u>
Cognitive Interviewing: Qualitative methods for improving quantitative data	John Painter	<i>Best Practice</i>

Abstract

Ever write a question about ABC only to discover that most responses were about XYZ? How can you be confident that a question makes sense to the target audience? Cognitive interviewing uses small purposeful samples and interviewing techniques to identify both overt and covert problems with question wording. Participants will learn the basic principles of cognitive interviewing and usability testing, how to design studies, analyze the data and use results to effect improvements.

Bio of Presenter(s)

John has a Ph.D. in Educational Research Methodology from the Curry School of Education, University of Virginia. Before coming to assessment he spent ten years conducting program evaluation and supervising an IT team at UNC-Chapel Hill. His professional interests include survey research, assessment, statistical methods, cognitive interviewing, and usability testing.

10:00-10:50

S-2 – WEAVEonline

Title: Taking Your Assessment and Planning Practices to the Next Level:
Mapping – Many Uses, Great Value

Abstract:: The process of building a curriculum map or course matrix enables an institution and its programs to create visual representations of how courses and experiences support outcomes/objectives. This powerful process tool can be used in academic and administrative areas alike. By the end of the session, you will learn about WEAVEonline Mapping's flexible building blocks and be able to tell which of the uses could be of value to your institution. This session is not a tutorial or a demonstration, but rather a conceptual exploration intended for the entire assessment and planning community.

Bio of Presenter:

Jean Yerian has strong assessment roots in Virginia. She is a past president of the Virginia Assessment Group and a former director of assessment at Virginia Commonwealth University. While involved in a SACS reaffirmation process at VCU, she and colleagues developed WEAVEonline, which is now used by 130 institutions across the US and in the Caribbean.

◆ Detailed Schedule ◆
Wednesday, November 18

10:00-10:50

C16

<u>Title</u>	<u>Presenter (s)</u>	<u>Track</u>
A Multidisciplinary Approach to Meeting Assessment Requirements	Nancy Anderson, Ph.D. Keith Anderson, M.A. Matt Swain	<i>Best Practice</i>

Abstract

Through a synergistic endeavor between a Student Affairs and an academic department, the office of Student Care is now equipped with an intake/assessment system in place that allows them to track services delivered, lends itself to pre-post assessment of change, and documents accreditation requirements. Additionally, undergraduate students in Psychology have had an applied research opportunity to affect meaningful change within their institution. Their learning outcomes included: constructing intake procedures in a mental health office, investigating survey instruments, and developing two instruments from item development to data collection to reliability analysis.

Bio of Presenter(s)

Nancy has been teaching in the psychology department at Liberty for over 20 years. Her primary teaching areas have been statistics, research and design, and testing and measurement. She is also a Daniel's Program faculty mentor.

Keith is the Director of Student Care, having graduated with a degree in Business Administration, Masters in Religious Education, and having served in the U.S. Army as chaplain. He also serves as a board member of the Lynchburg City Schools.

Matt is a senior psychology major, in the Honors Program at Liberty, and also a team leader in the Daniels Program responsible for the Student Care Assessment Project

◆ **Detailed Schedule** ◆
Wednesday, November 18

10:00-10:50

C17

<u>Title</u>	<u>Presenter (s)</u>	<u>Track</u>
An Application of Assessment in the Senior Capstone	Kim McCabe Deborah Driscoll Kenneth Wagner	<i>Assessment Research</i>

Abstract

Within the literature on assessment, it is suggested that most programs do not reap the maximum benefits from their efforts. In fact, most recent research has suggested that one analytic strategy which focuses on relationships between student assessment outcomes and program indicators is underutilized. This research attempts to fill that gap. Specifically, this project, founded upon a two-step methodology, attempts to answer the following question: What is the relationship between student assessment outcomes and relevant program indicators such as course grades and peer ratings?

11:00am – 12:30pm
Closing Plenary: Belle Wheelan

THANK YOU FOR JOINING US AT
OUR FALL 2009 CONFERENCE.
WE LOOK FORWARD TO SEEING
ALL OF YOU IN THE SPRING.

VAG BOARD MEMBERS

