



*Inspiring Leadership*  
FOR INNOVATION & COLLABORATION  
IN ASSESSMENT

2019 CONFERENCE

November 13-15, 2019  
Delta Hotels Richmond Downtown  
Richmond, VA

<https://virginiaassessment.org/2019-conference/conference-details/>

Dear Colleagues,

It's that time of year again! Welcome to Richmond for the 32<sup>nd</sup> Annual Conference of the Virginia Assessment Group: *Inspiring Leadership for Innovation & Collaboration in Assessment*. We are excited to have you as participants this year!

There is hardly a more beautiful time of year for assessment professionals from Virginia and beyond to come together through our organization. We hope to provide space to share ideas, add to your network, and find answers to your questions. Each year, the volunteer leadership of our organization works hard to plan and coordinate an annual conference for the benefit of our members. We hope that this year will prove to be a valuable experience for you.

This year's conference features opening keynote speaker **Dr. Ereka Williams**, NILOA Coach and Associate Dean for the College of Education at Fayetteville State University in North Carolina. **Mr. Isaac Castillo**, Director of Outcomes, Assessment, and Learning at Venture Philanthropy Partners joins us as our closing keynote speaker.

In addition to many of our mainstay conference activities, this year, we're excited to offer a free **Pre-Conference Workshop by Watermark** on Wednesday, a **Roundtable Session** of facilitated discussions on Friday, and the launch of our new initiative, **Rapid Responders**. We are grateful to Watermark for sponsoring the free workshop and lunch. We hope to make timely and relevant pre-conference events a VAG Annual Conference tradition.

Speaking of tradition, we have selected some of the finest eateries in Downtown Richmond for our networking dinners. **On Thursday night, the VAG Board members will host dinners at five local restaurants.** We designed these dinners to introduce you to some of our Board members and a handful of your colleagues (although not included in the conference registration fee).

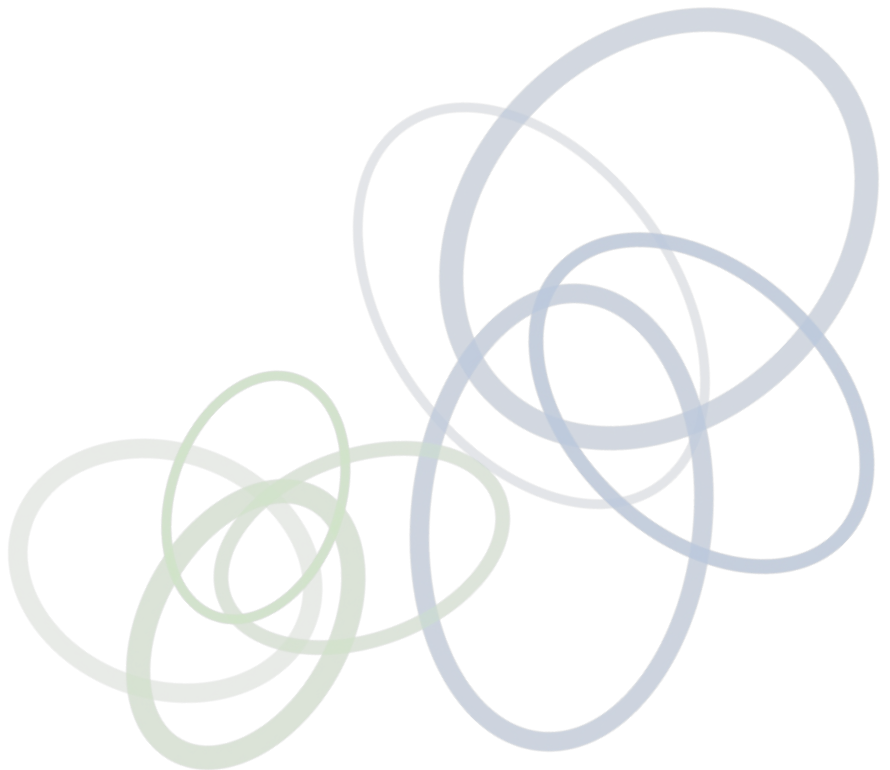
We look forward to a great conference, and as always, we thank you – Virginia Assessment Group members - for your attendance, volunteer efforts, assessment expertise, and willingness to collaborate with such a rich group of professionals.

Make plans to join us next year right here in Richmond, VA. The 33rd Annual Conference will be held at the Delta Hotel Marriott in downtown Richmond from November 11-13, 2020.

Enjoy the Conference!

Cordially,

Denise Ridley-Johnston  
2019 President-Elect and Conference Chair  
Richmond, VA



# 2019 CONFERENCE PROGRAM OVERVIEW

## WEDNESDAY, NOVEMBER 13, 2019

11:30 – 12:00	Pre-Conference and Conference Registration
12:00 - 4:00 pm	Pre-Conference Workshop by Watermark
4:00 – 6:00 pm	Conference Registration
5:30 – 7:00 pm	Opening Reception & Poster Session
7:00 - 9:00 pm	Board Dinner Meeting

## THURSDAY, NOVEMBER 14, 2019

7:30 – 9:00 am	Registration
7:30 – 9:00 am	Full Breakfast
8:30 – 9:30 am	Welcome & Opening Keynote
9:40 – 10:40 am	Concurrent Session 1
10:50 – 11:50 am	Concurrent Session 2
12:00 – 1:00 pm	Lunch & Business Meeting (included in registration)
1:15 – 2:15 pm	Concurrent Session 3
2:30 – 3:30 pm	Concurrent Session 4
3:30 – 3:45 pm	Refreshment Break
3:45 – 4:45	Concurrent Session 5a-c
3:45 – 5:00 pm	Concurrent Session 5 d-e
6:00 pm	Group dinners at local restaurants (optional event, not included in registration) Meet in lobby

## FRIDAY, NOVEMBER 15, 2019

7:30 – 9:00 am	Full Breakfast
8:30 – 9:30 am	Closing Keynote
9:45 – 10:45 am	Roundtable Session
10:45 – 11:00 am	Break/Hotel check out
11:00 – 12:00 pm	SCHEV Update/Jodi Fisler



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# THANK YOU FOR THE SUPPORT

As Chair of the Conference Planning Committee, I would like to extend my deepest gratitude to everyone who made this year’s conference possible, notably to the talented and highly motivated Committee and to this year’s Proposal Reviewers. I especially wish to thank Past President Stephanie Foster and President Ryan Otto for mentoring me through the process, putting the program together, and teaching me a few tips and tricks along the way! Denise

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## THE CONFERENCE PLANNING COMMITTEE

Denise Ridley-Johnston, Chair	Kelsey Kirland	Gina Polychronopoulos
Lisa Hamiel	Tia Minnis	Linda Townsend

## PROPOSAL REVIEWERS

Metta Alsobrook	S. Jeanne Horst	Jason Lyons
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Andrew Carrington	Jacob Joseph	Ryan Otto
Nick Curtis	Kelsey Kirland	Gina Polychronopoulos
Jodi Fisler	Jade Kline	Linda Townsend
Stephanie Foster	Ebenezer Kolajo	
Lisa Hamiel	Brian Leventhal	



# KEYNOTE SPEAKERS



**Ereka Williams**

Ereka R. Williams, PhD serves as Associate Dean for the College of Education at Fayetteville State University. Prior to FSU, she spent 15 years at North Carolina Agricultural and Technical State University as tenured faculty, undergraduate/graduate programs coordinator, and chairperson within the College of Education.

It was there where her leadership in Curriculum, Instruction and Assessment landed her the responsibility of leading the institution's engagement with Lumina's Degree Qualifications Profile (DQP) SACSCOC/HBCU Project (2012). As a result, Dr. Williams was a featured presenter on the DQP/HBCU initiative at the SACSCOC Annual Meeting (2012) and SACSCOC Summer Leadership Conference (2014). Dr. Williams' leadership of the Lumina/SACSCOC project lead to her work with the National Institute for Learning Outcomes and Assessment, where she started as a DQP Coach in 2014.



**Isaac Castillo**

Isaac D. Castillo is the Director of Outcomes, Assessment, and Learning at Venture Philanthropy Partners (VPP). Isaac has over 20 years of performance management, evaluation, and outcome measurement experience. His areas of interest and expertise include youth development, juvenile justice, academic achievement, healthy behaviors and decision making, and employment.

Isaac currently manages and oversees VPP's approaches and processes related to data collection, data reporting, and outcome measurement. He evaluates VPP's investments in collective impact initiatives and high-performing nonprofits which are designed to improve youth outcomes. Isaac also provides evaluation capacity building technical assistance to each of VPP's investment partners. This includes helping organizations improve their data collection capacity, developing a performance management culture, assisting with evaluation designs, and helping organizations think strategically about using evaluation findings.

# DETAILED SCHEDULE

WEDNESDAY, NOVEMBER 13, 2019

TIME: 5:30 TO 7:00 P.M.

Opening Reception & Poster Session

Location: Lee/Mayo

## Posters

Track: Using Innovative Reporting and Data Visualization Techniques

*Inspiring Collaboration Through Assessment ShareOuts by Utilizing Data Visualization*

I will discuss the assessment culture of the student affairs division at Virginia Tech. In my discussion, I will emphasize that the division has made strides to ensure departments are sharing out assessment information in a plausible fashion. When communicating assessment data to stakeholders and leadership, the information needs to be communicated effectively and clearly. I will explain Assessment ShareOuts and describe how this initiative develops an assessment culture of collaboration and cultivates innovative reporting techniques. I also will show examples of previous Assessment ShareOuts created and explain how individuals can incorporate this practice at their institution/ organization.

Presenter(s): Jade Kline, Virginia Tech

Track: Other

*The Use of Generalizability Theory to Determine Measurement Error on an Ethical Reasoning Performance Assessment*

James Madison University has implemented a unique, campus-wide learning opportunity in ethical reasoning. A suite of assessment instruments complements the five cognitive ethical reasoning student learning outcomes. One assessment, the Ethical Reasoning – Writing Essay, is a performance assessment that asks students to respond to an essay prompt. The students are rated using a rubric. To make valid inferences, measurement error in the scores should be minimized. We use Generalizability Theory in order to determine the influence of rater judgement on scores and to assess the reliability and generalizability of the scores.

Presenter(s): Brielle Pedrick, James Madison University; Brian Leventhal, James Madison University

Track: Collaborating with Libraries and Other Co-educators for Quality Assessment

*It Takes a Village: Auburn University's Collaborative Approach to Oral Communication Assessment*

Assessing oral communication as a general education outcome is challenging for many campuses. After an unsuccessful attempt of gathering video footage from seniors delivering presentations in 110 degree programs in capstone courses, we are implementing a centralized assessment of oral communication, requiring some seniors to submit presentations online through Canvas. Our two data collection attempts required collaboration with many units across campus. Details about our two approaches and the necessary collaborations (e.g., with Online Services, Accessibility, our Learning Management Support team) are described in this poster.

Presenter(s): Daphney Portis, Auburn University; Megan Good, Auburn University



**Track: Other**

*Thinking critically: what predicts students' critical thinking ability?*

Development of critical thinking skills are an essential part of the college experience. Assessing critical thinking possess several challenges, but understanding how to predict/identify students who struggle to develop these skills is essential. Using the ETS HEIghten Critical Thinking Test, we perform a multiple regression to identify predictors of critical thinking ability. We investigate the relationship between critical thinking ability and several covariates, such as demographic variables, information literacy skills, and course completion. Results and implications will be discussed.

*Presenter(s): Phillip Holmes, James Madison University; Brian Leventhal, James Madison University*

**Track: Collaborating with Libraries and Other Co-educators for Quality Assessment**

*Evaluating the Impact of Personal Librarians on Academic and Affective Outcomes*

Personal librarian (PL) programs - in which librarians reach out to and act as primary contact for the library for a population of students, generally with the aim of improving students' familiarity and comfort with academic libraries - exemplify the growth of library services beyond the physical library. A developing study at the University of the District of Columbia seeks to determine whether the presence of a personal librarian and student use of PL services in a general education class affect information literacy-related academic outcomes and student confidence with information literacy skills.

*Presenter(s): Cathy Meals, University of the District of Columbia*

**Track: Collaborating with Libraries and Other Co-educators for Quality Assessment**

*Using Data Analytics Software to Facilitate an Examination of Correlations Between Participation in Library Instruction and Student Achievement Indicators*

This poster will demonstrate how the presenters are using the EAB learning analytics platform to facilitate the investigation of the relationships between library instruction programming with student academic success and achievement indicators. The presenters share the preliminary results and observations from the first phase of the study. Finally, this poster will describe challenges and opportunities in designing and engaging in a study that collects sensitive information from students.

*Presenter(s): Joleen Westerdale McInnis, Old Dominion University Libraries; Lucinda Rush Wittkower, Old Dominion University*

**THURSDAY, NOVEMBER 14, 2019**

Full Breakfast

**TIME: 7:30 TO 9:00 A.M.**

James River Ballroom

**THURSDAY, NOVEMBER 14, 2019**

Welcome & Opening Keynote

**TIME: 8:30 TO 9:30 A.M.**

James River Ballroom

*The Promise of our Practices: Leveraging Equity, Engagement, and Effectiveness in Higher Education through Assessment*

To inspire, innovate, partner and lead in higher education is to connect, relate and personalize the postsecondary experience. Assessment at its best connects and personalizes the relationship between teaching and learning in ways that elicit equitable outcomes for all learners. However, at times, assessment in higher education remains narrowly framed or misconceived as external to the teaching-learning process, superimposed, compliance-driven, and/or irrelevant. Misconceptions or perceptions along those lines unfortunately contribute to inequitable practices and outcomes for students thereby limiting assessment's potential and promise. While great attention and many resources have shifted towards this field over the last two decades, room for growth remains. For those charged with leading assessment efforts on 2- and 4-year campuses across the Nation, the utility and impact of this work presents us with great opportunities in the interest of student success and the legacy of the institutions we are charged to lead.

*Presenter(s): Dr. Erika Williams, NILOA Coach and Associate Dean, Fayetteville State University*



*Q&A Session with Erika Williams*

Join Dr. Williams and President Ryan Otto for a follow-up to the opening plenary address. Bring your questions and other issues that you would like to address further.

*Presenter(s): Dr. Erika Williams, NILOA Coach and Associate Dean, Fayetteville State University*

**Individual or Panel Presentations***Gold Sponsor Session*

## Concurrent Session #1a

## James River Ballroom

*Finding Your Best Fit: Tips for Assessment Training*

Is educating faculty and staff on effective assessment practices part of your role? Successful assessment education can create collaborative and productive IE processes that result in valuable data that units can act on. However, every campus and program has a unique personality and process, and the approach to creating an active culture of assessment is just as varied. Come join this interactive session where we will share and discuss some very practical strategies to teach effective assessment practices. Topics will include: training models, the assessment professional's role in training, challenges with training, potential solutions for these challenges, along with tips and resources to improve training. This collegial share session will provide attendees with ideas on all aspects of training, as well as the opportunity to share with and learn from other attendees. Find out about other resources that will help you to be sure your culture of assessment is truly leading to the improvement of teaching and learning on your campus.

*Presenters: Ray E. Van Dyke, Ed. D.; Senior Vice President Weave, Founder and Executive Director Weave Academy, Former Executive Director Office of Assessment and Evaluation at Virginia Tech; Nick Curtis, Ph.D., Marquette University*

## Concurrent Session #1b

## Boulevard

**Track: Using Innovative Reporting and Data Visualization Techniques***Meaningfully Mapping and Presenting Benchmark Information in a Program Review*

This session will allow the audience to experience the difficulty of organizing non-numeric data from a population of fifteen program in a way that is easy to analyze and present. A mapping process will then be presented that will show a way to organize, analyze, and report the data meaningfully through tables. Additionally, applications beyond the program review process such as curriculum review will be suggested.

*Presenter(s): Robert Talley, Liberty University*

**Track: Collaborating with Libraries and Other Co-educators for Quality Assessment*****Key Points of Recent Changes in the U.S. News Best College Rankings: Implications for Assessment & IR Practitioners***

U.S. News recently incorporated social mobility into the Best College rankings. In this presentation, participants will learn key points of those latest changes for the nationally recognized U.S. News Best Colleges Rankings. The presenter will summarize weight changes and interpret their implications for Assessment and IR practitioners. The session will also discuss how Data Integrity, Common Data Set, and IPEDS Outcome Measures are related to U.S. News rankings.

*Presenter(s): Tristan Jiang, Virginia Military Institute*

**Track: Inspiring and Developing Faculty Assessment Leaders*****Students' Value of General Education: What Perception Data Tells Us About our Students***

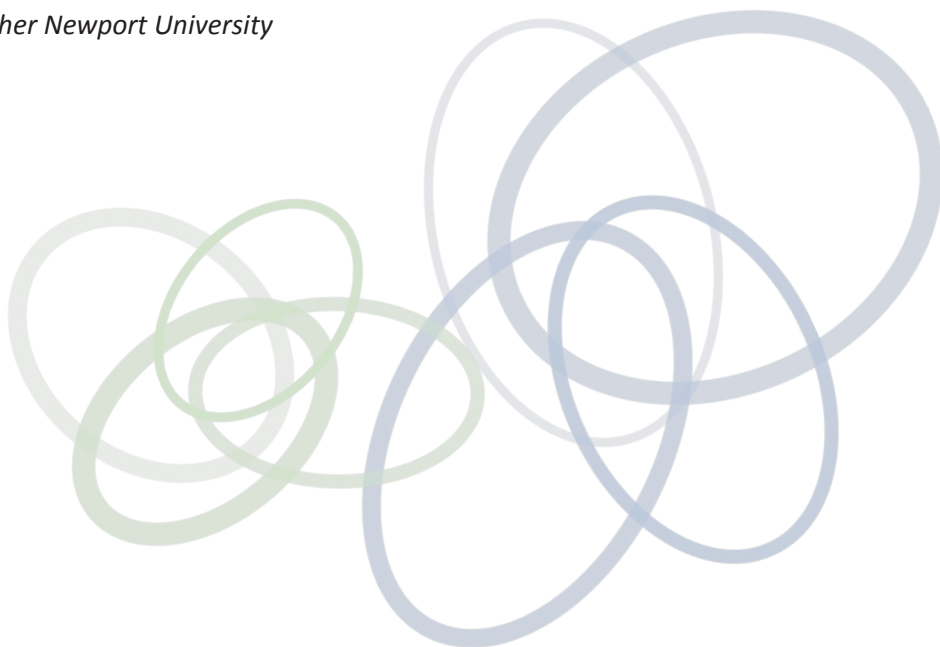
Could it be possible that we are breaking our students? Data gathered from JMU's First Year and Sophomore Assessment Days seem to indicate as much. But what is really going on? Researchers have gathered additional qualitative data to begin to unpack what our surveys on student efficacy and value of general education might be telling us. Attendees will see our data, have access to our instruments and protocols and be invited to continue this research with the goal of improved student learning.

*Presenter(s): Gretchen Hazard, James Madison University; Kathy Clarke, James Madison University; Brian Leventhal, James Madison University*

**Track: Inspiring and Developing Faculty Assessment Leaders*****E is for Empower: The RARE Model approach to cultivating faculty assessment leaders***

The RARE Model is a strengths-based approach to assessment practice, developed by the presenters to demonstrate how specific aspects of their disciplinary backgrounds support effective practice in higher education assessment. In this session, the presenters will discuss the components of the RARE Model in depth, including specific strategies within each component, and attendees will explore how a strengths-based, collaborative approach can be employed intentionally to cultivate assessment leadership in our faculty colleagues. Aligning with this year's conference theme, the overarching goal is to explore how the strategies, especially those in the "E- Empower" component, can inspire faculty assessment leaders.

*Presenter(s): Gina Polychronopoulos, Christopher Newport University*



**Individual or Panel Presentations**

## Concurrent Session #2a

James River Ballroom

## Track: Inspiring and Developing Faculty Assessment Leaders

*We ALL Assess: Creating a Culture of Assessment among Faculty at a Large Community College*

Teaching/Learning/Assessment are all required for student success, and all faculty are engaged in assessment whether they recognize it or not. By bringing this awareness to faculty through sharing/discussing student learning experiences, teaching techniques, and assessment methods, we can and do develop assessment leaders and inspire each other. In this panel discussion, assessment professionals and faculty will share their experiences building a culture of assessment institutionally and programmatically.

*Presenter(s): Sharon Karkehabadi, Northern Virginia Community College; Nicole Martello, Northern Virginia Community College; Susan Johnson, Northern Virginia Community College; Gillian Backus, Northern Virginia Community College*

## Concurrent Session #2b

Boulevard

## Track: Inspiring and Developing Faculty Assessment Leaders

*Rethinking Our Approach to Creating a Culture of Assessment*

This session is designed to help participants rethink their approach to establishing a culture of assessment and continuous improvement at their institutions. The presenter will provide a practical and innovative approach to shifting assessment practices from an act of compliance to a process rooted in continuous improvement, student learning, achievement and success, and overall institutional effectiveness. Participants will learn strategies to gain faculty and staff buy-in as active and willing participants in the assessment process. Participants will review various proven approaches used to help university constituents understand the purpose, value, and impact of engaging in the assessment process.

*Presenter(s): Tia Minnis, Virginia State University*

## Concurrent Session #2c

Lee

## Track: Inspiring and Developing Faculty Assessment Leaders

*Inspiration to Action: Using Program Theory to Enhance Learning Outcomes Assessment*

Faculty and student-affairs professionals often have difficulty articulating why and how their programs should “work” (i.e., their program theory). Thus, for too long, assessment efforts have not incorporated program theory as a way to meaningfully situate assessment within a program. Program theory and logic models can motivate faculty and staff to engage in useful assessment. We present examples that demonstrate the utility of communicating program theory. We share a multi-step process of developing theory-based programs. Attendees will learn how to create logic models and undergird them with theory, and will appreciate how program theory guides and inspires data-based program improvement.

*Presenter(s): Andrea Pope, James Madison University; Chris Patterson, James Madison University; Samantha Gonzalez, James Madison University; Sara Finney, James Madison University*

## Track: Collaborating with Libraries and Other Co-educators for Quality Assessment

*The Efficacy of Tutorial-Test Model for First-Year Information Literacy Skills Competency Development*

JMU has used a tutorial-test model to develop information literacy competencies for 20 years. All students must demonstrate information literacy competency by the end of their first academic year. This model is efficient as we can point to many years of data that all returning students are meeting our information literacy outcomes. But what do students think of this model? JMU researchers have begun a study that looks beyond our data and dives in deep with our students' perception of how well this model helping them develop information literacy competencies.

*Presenter(s): Kathy Clarke, James Madison University; Howard Carrier, James Madison University; David Vess, James Madison University*

## Concurrent Session #2e

## Shockhoe

## Track: Other

*Comprehensive reform calls for comprehensive assessment – GenEd changes at UVA*

In Fall 2017 UVA began the pilot implementation of a new General Education program. To support the burgeoning program, a faculty-led committee was assembled to conduct an assessment of the program focusing on soundness, impact, and outcomes. In this session we will describe this assessment plan and its results. Additionally, we will discuss lessons learned and challenges experienced in conducting a program assessment led by faculty, for the primary purpose of supporting faculty decision-making. Participants will think critically about GenEd reform, the process and purpose of the assessment of such programs, and the necessity, opportunities, and challenges of faculty-led assessment.

*Presenter(s): Brian Paljug, University of Virginia; Bo Odom, University of Virginia*

## THURSDAY, NOVEMBER 14, 2019

TIME: 12:00 TO 1:00 P.M.

Lunch and Business Meeting

James River Ballroom

## THURSDAY, NOVEMBER 14, 2019

TIME: 1:15 TO 2:15 P.M.

Concurrent Session 3

Breakout Rooms

## Individual or Panel Presentations

## Concurrent Session #3a

James River Ballroom

## Track: Using Innovative Reporting and Data Visualization Techniques

*First Things First: Building an Effective Story Around Assessment Data*

This session will walk attendees through some of the concepts and decisions that make for an effective data-informed story. This includes identifying possible audiences and what kind of information might be most valuable to them, as well as how to “storyboard” or map out the key points of a story and present them in ways that are most likely to resonate with the audience. Attendees will be invited to start developing their own stories through pair-share and other activities. The session content will be presented in the context of SCHEV's expectations for assessment reporting.

*Presenter(s): Jodi Fisler, State Council of Higher Education for Virginia (SCHEV); Jane Robertson Evia, Virginia Tech*

**Track: Inspiring and Developing Faculty Assessment Leaders*****Outcome-Based Assessment: Collaborative and Inclusive Process of Closing the Loop on Student Learning***

The elaboration of focused assignments supporting the revised outcomes listed in the syllabi, the collaborative process of streamlining and revising the language of outdated and redundant learning outcomes, whose revision will provide the framework for building robust assessments and lesson guides, along with the drafting of rubrics reflecting the modified outcomes: They are all topics object of current research and application in higher education, as institutions have been aggressively elaborated strategies to continuously address emerging educational needs.

*Presenter(s): Ilaria De Santis, Joint Forces Staff College*

## Concurrent Session #3c

## Lee

**Track: Inspiring and Developing Faculty Assessment Leaders*****Nobody puts assessment results in the corner! Effectively using assessment results, program theory, and implementation fidelity to evidence learning improvement***

Effectively using assessment results is an important part of evidencing student learning and development in higher education. In this session, we discuss the integral roles that program theory and implementation fidelity play in our interpretation of collected assessment data. Presenters emphasize how these earlier considerations in the assessment cycle strengthen the inferences made from assessment results and, ultimately, better evidence student learning. An activity using a mock program's assessment results, program theory, and implementation fidelity data is used to demonstrate how to apply the concepts presented.

*Presenter(s): Rain Garant, James Madison University; Beth Perkins, James Madison University; Thomas Hartka, James Madison University*

## Concurrent Session #3d

## Mayo

**Track: Using Innovative Reporting and Data Visualization Techniques*****Getting the Band Back Together: Integrating Institutional Research and Assessment for Institutional Effectiveness***

Institutional research (IR) and assessment are deeply integrated and should work together to bolster the culture of institutional effectiveness. This presentation considers ways that IR and assessment can benefit from one another and suggests several practical ways that the two areas can align their activities to increase the health of the university at large.

*Presenter(s): Kyle Shanks, Howard University; Glenn Allen Phillips, Howard University; Yesenia Espinal, Howard University; Dr. Lu Qin, Howard University; Dr. Bernard, Howard University*

## Concurrent Session #3e

## Shockhoe

**Track: Other*****Administrative Assessment: How to Design and Conduct Meaningful Assessments across Administrative Co-Curricular Units***

Across many institutions, there is a heavy emphasis on the assessment of student learning for both curricular and co-curricular units which is then used to highlight strengths and areas of improvement for those units. Especially within administrative units, however, it is important to design and implement a consistent means to measure operational efficiency and effectiveness along with stakeholder satisfaction. This interactive session will describe one institution's journey towards more meaningful administrative assessments, and provide participants with tools and a framework that can be easily adapted to their own context.

*Presenter(s): Erin Schroeder, Liberty University; Tim Fowler, Liberty University; Roger Bryan, Liberty University; Peter Lee, Liberty University*



**Individual or Panel Presentations***Gold Sponsor Session*

## Concurrent Session #4a

James River Ballroom

*Using the HEIghten assessment to demonstrate student achievement of the core competencies outlined by SCHEV.*

Institutions of higher education of all kinds — state, private and community — are increasingly being asked for more evidence of student learning. Does your institution have a way to demonstrate your students' knowledge and skills in the core competencies outlined by SCHEV? ETS recently launched a general education suite of assessments that can be used to document proficiency in the following areas:

- Critical Thinking
- Written Communication
- Quantitative Literacy
- Civic Competency & Engagement
- Intercultural Competency & Diversity

Are you looking to augment your current assessment plan? Have you considered doing a pre/post assessment to document learning gains in these areas? Join our session to learn how the HEIghten® Outcomes Assessment Suite can help you satisfy accreditation and stakeholder requirements and enhance learning experiences.

## Concurrent Session #4b

Boulevard

**Track: Collaborating with Libraries and Other Co-educators for Quality Assessment***Scaffolding Transfer Student Success through e-Portfolio Engagement*

This presentation will describe an e-Portfolio collaboration among three institutions--VCU, John Tyler Community College, and J. Sargeant Reynolds Community College—that is designed to provide formative assessment as support to students in their preparation for and transition to VCU from the community colleges. This presentation will 1) provide context on the need for formative assessment for potential transfer students in the arts and humanities, 2) the design of the e-portfolio environment with which students will interact, 3) the role and responsibilities of the portfolio administrators who are academic advisors, and 4) a demonstration of the e-portfolio platform.

*Presenter(s): Micol Hutchison, Virginia Community College System/ VCU; Scott Oates, PhD, Virginia Commonwealth University*

## Concurrent Session #4c

Lee

**Track: Inspiring and Developing Faculty Assessment Leaders***Successes with Triennial Assessment and How Faculty Feel about Them.*

Have you made recent significant changes to your assessment process? How did your faculty respond to those changes? This session will serve as a follow-up to Christopher Newport's transition to a triennial cycle for assessing academic programs. We will discuss the successes that we have experienced at Christopher Newport with this transition. Specifically, we will share how our faculty, including those who participated before, during, and after the shift, describe their perspectives of our triennial assessment process.

*Presenter(s): Jason Lyons, Christopher Newport University; Gina B. Polychronopoulos, Christopher Newport University*

**Track: Using Innovative Reporting and Data Visualization Techniques*****Using the Political Engagement Project Survey to understand change in college students' civic competency and engagement***

As part of a collection of assessments used to inform the civic engagement initiative at James Madison University, the Political Engagement Project Survey (PEPS) was administered to a random sample of students twice: once as incoming first-years and again as students with 45-70 credit hours. Because the same students took the PEPS twice during their undergraduate career, we were able to investigate how civic knowledge, skills, dispositions, and actions change across time. This presentation describes how the average student changes over time and considers explanations for the substantial individual differences in change across students.

*Presenter(s): Dena Pastor, James Madison University*

## Concurrent Session #4e

## Shockhoe

**Track: Inspiring and Developing Faculty Assessment Leaders*****Marrying Recruitment and Assessment: A partnership to produce rich, actionable program data and sustainable processes for ongoing improvement***

Recruitment and assessment professionals present their process and strategies to marry institutional and program data to inform recruitment planning and create a data-driven decision making culture with faculty and leadership. In this session, participants will gain knowledge of these procedures, including methods for presenting data, and strategies to enhance leaders' data literacy to prompt critical questions and guide data-driven, sustainable allocation of resources for continuous improvement. Although presented in the context of recruitment, the processes and strategies shared are applicable across goal areas, such as student learning, diversity and equity, student affairs assessment, etc.

*Presenter(s): Angie Wetzel, Virginia Commonwealth University; Jenna Lenhardt, Virginia Commonwealth University*

**THURSDAY, NOVEMBER 14, 2019**

TIME: 3:30 TO 3:45 P.M.

## Refreshment Break

Foyer

**THURSDAY, NOVEMBER 14, 2019**

TIME: 3:45 TO 4:45 P.M.

## Concurrent Sessions 5a-c

Breakout Rooms

**Individual or Panel Presentations**

## Concurrent Session #5a

## Boulevard

**Track: Collaborating with Libraries and Other Co-educators for Quality Assessment*****Designing for Partnership: Student and Academic Affairs Assessments***

Over the past three years, the Division of Student Affairs has partnered with Academic Affairs on three notable efforts on campus: general education, strategic planning, and strengthening partnerships with academic partners, including Institutional Research. This session will introduce each effort, present the process for collaborating and strategizing, share assessment/evaluation strategies, and preliminary findings.

*Presenter(s): Cindy Cogswell, Ohio University*

**Track: Using Innovative Reporting and Data Visualization Techniques*****A Quick Step Guide to Organizing, Visualizing, & Analyzing Survey Data***

At VMI, we conduct a lot of surveys. Over the last seven years, I have developed a system that is streamlined, efficient, and easy to manage. In this session, I will demonstrate how I manage the process, focusing particularly on data organization, visualization, and analysis. I will use Qualtrics, Excel, and PowerPoint software to demonstrate the process.

*Presenter(s): Lee Rakes, Virginia Military Institute*

**Track: Using Innovative Reporting and Data Visualization Techniques*****Analyzing the Open-Ended Question: Natural Language Processing (NLP) for scalability, reliability, and time efficiency.***

Some investigators shy away from using open-ended questions due to increased difficulty in analysis. While human analysis will always be part of open-ended question analysis, computer programming tools such as Natural Language Processing can increase open-ended questions' scalability, reliability, and efficiency. Learn about how NLP may change the way assessment professionals analyze open-ended questions.

*Presenter(s): Colleen Karnas-Haines, University of North Carolina, Charlotte*

**THURSDAY, NOVEMBER 14, 2019****TIME: 3:45 TO 5:00 P.M.****Concurrent Sessions 5d-e****Breakout Rooms****Panel and Scholarly Paper Presentations***Panel Presentation***Track: Inspiring and Developing Faculty Assessment Leaders*****Bridging the Continental Divide: Developing a Culture of Assessment Among Faculty, Administrators, and Institutional Effectiveness Offices***

Building a systematic and effective assessment culture requires strong collaboration among faculty, administrators, and institutional effectiveness offices. Institutional effectiveness office often struggle to get faculty buy-in, and busy administrators, assuming they are knowledgeable about assessment practices, may regard it as the responsibility of institutional effectiveness. The purpose of this session is to provide participants various methodologies Piedmont Virginia Community College (PVCC) is using to build a collaborative and systematic culture of assessment among all constituent groups.

*Presenter(s): Jolene Hamm, Piedmont Virginia Community College; Dr. Leonda Williams Keniston, Piedmont Virginia Community College*



### *Developing and sustaining faculty assessment leaders: The case of Academic Program Assessment Coordinators*

Faculty often tend to rest on their oars after a successful reaffirmation visit. The purpose of this proposed presentation session is to share strategies and activities which an institution of higher learning adopted after a successful SACSCOC accreditation visit to continue to: (1) develop, sustain, and support faculty assessment expertise; (2) develop assessment leaders; and (3) sustain collaboration between faculty and assessment staff, to promote continuous engagement in intentional assessment-related activities that focus on student learning, and continuous program improvement.

*Presenter(s): Justina Osa, Virginia State University*

### *Spread the Word: Infographics as Audience Friendly Data*

This presentation discusses the use of infographics for distribution of university and college assessment data, analysis, and findings. We discuss Northern Virginia Community College's Office of Assessment and the decision to use infographics as a key means to offer information to the public. We discuss the process from choosing content, to visual concept (choosing language, images, colors) to website completion. Finally, we discuss our reasoning behind relying on infographics: why some data is displayed in this format while other information is not.

*Presenter(s): Linda Baughman, Northern Virginia Community College; (Joann) Shehani Peiris, Northern Virginia Community College*

### *Panel Presentation*

**Concurrent Session #5e**

**Boulevard**

### **Track: Collaborating with Libraries and Other Co-educators for Quality Assessment**

*The Citation Project: Using authentic assessment to communicate information literacy outcomes to colleagues, students, and accreditors*

Librarians and professors spend hours teaching students how to find resources, but how do students really use those sources in their papers? Inspired by the national Citation Project, librarians at three universities collaborated with teaching faculty and graduate students to examine what types of sources our students used in their writing, how they incorporated those sources, and the various citation conventions they used. This session will emphasize how librarians shared the results with students, campus colleagues, SACSCOC, and SCHEV.

*Presenter(s): Candice Benjes-Small, William & Mary; Paul Showalter, William & Mary; Carrie Ludovico, University of Richmond; Carol Wittig, University of Richmond*

### *Scholarly Paper Presentation*

### *User-based Assessment in the Academic Library: Citation Analysis as a Means of Improving a Library's Collection*

Traditional methods of library collection assessment such as circulation statistics are only marginally useful in demonstrating collection strength to stakeholders, since these figures cannot show that the borrowed items were necessarily useful to patrons. Coupling collection-based and user-based techniques provides a more complete picture of the library's utility. More particularly, user-based techniques such as citation analysis offer a unique opportunity for librarians to interact with teaching faculty to determine whether the library holds resources useful to their students. This presentation will address techniques for incorporating user-based assessment into an assessment plan, and will detail the results of two citation analyses.

*Presenter(s): Alicia Willson-Metzger, Christopher Newport University*

*Our Evolving Role as Assessment Professionals*

The days of assessment professionals just sitting behind a desk crunching numbers are over. But what should a modern assessment professional be expected to do and what responsibilities do we have to our organizations and ourselves? This conversation will help us think through our evolving profession and get us thinking about the year ahead as well as our respective futures.

*Presenter(s): Mr. Isaac Castillo, Venture Philanthropy Partners*

**Roundtables****Track: Inspiring and Developing Faculty Assessment Leaders**

*Using assessment results from core curriculum courses to inform teaching and improve student performance: a faculty-driven success story*

Teaching faculty are aware of the increasing importance of assessment in higher education but remain largely uninformed about specific campus assessment initiatives. The Virginia Military Institute is empowering faculty by involving them in the assessment of Core Curriculum learning competencies. This session will highlight a faculty-lead initiative that lead to open sharing of inter-departmental scores, improved teaching pedagogies, and higher student performance in the Creative and Critical Thinking competency. A roundtable open forum will allow participants to contribute to a primer of best practices and current challenges in faculty involvement in assessment and open-sharing of assessment scores.

*Presenter(s): Anne Alerding, Virginia Military Institute*

*Building Faculty Assessment Partnerships via the Inevitability of Change*

Faculty member resistance to participation in the assessment process may be particularly pronounced when assessment structures and processes change. New timelines, reporting standards, and assessment personnel can reinforce faculty perceptions of assessment as a steady increase in time-consuming record-keeping or encroachment on academic freedom. This roundtable will explore how necessary changes to an institution's assessment structure can be anticipated and redefined as opportunities to initiate and reform partnerships with faculty. Participants will collaboratively identify possible change opportunities at their institutions and leave with ways to anticipate faculty concerns and develop faculty assessment leadership when implementing changes.

*Presenter(s): Sarai Blincoe, Longwood University; Dr. Linda Townsend, Longwood University*



### *Beyond “engaging” faculty in assessment: Faculty owning assessment*

In the 2015 book, *Using Evidence of Student Learning to Improve Higher Education*, Tim Cain and Pat Hutchings summarize and reflect on the successful institutional level practices that help shift campus culture to valuing collecting and using evidence of student learning to understand, deepen, and document student learning. At this roundtable, we will review Cain and Hutchings’ summary of these successful practices and consider how we might leverage them on our campuses to develop faculty to become assessment leaders.

*Presenter(s): Scott Oates, Virginia Commonwealth University*

### *Toward a Pro-Faculty Assessment Culture: Considering Assessment Through Faculty Role-Playing*

This roundtable, led by two VCU faculty members with assessment leadership experience, begins with successful strategies for winning faculty trust and supporting faculty engagement with the process of program assessment. They’ll share recent data documenting dramatically increased faculty involvement. Finally, they’ll ask participants to join in fun, low-pressure role-playing skits that dramatize different faculty perspectives regarding participating in assessment activities.

*Presenter(s): Tim Bajkiewicz, Virginia Commonwealth University; Kate Nash, Ph.D., Virginia Commonwealth University*

### *Cultivating leadership by employing a strengths-based approach to assessment practice*

In working with faculty, we often highlight positive aspects of their assessment processes to help them build upon the strengths and resources they already have and support effective practice. But how often do we engage in this process ourselves? The goal of this session is to provide the space for participants to reflect on their professional backgrounds and identify what unique strengths they bring to current assessment practices. The facilitator will offer reflective exercises for participants to explore disciplinary diversity and discuss how they could model a strengths-based approach to empower faculty and cultivate assessment leadership.

*Presenter(s): Gina Polychronopoulos, Christopher Newport University*

### *How are you Fostering Student Learning Improvements?*

After a recent reflection of our institutions academic assessment resources and support mechanisms, we realized that we were not teaching to our desired assessment outcomes. In order to promote assessment-for-learning-improvement, we needed to make some modifications in order to better realize and document learning improvements at our university. This roundtable will provide participants with an opportunity to share current practices, develop ideas, and problem solve ways to advance learning improvements within academic assessment.

*Presenter(s): Kelsey Kirland, Old Dominion University*

**FRIDAY, NOVEMBER 15, 2019**

**TIME: 11:00 A.M. TO 11:45 P.M.**

**SCHEV Session**

**James River Ballroom**

### *Where Are We Now? The SCHEV Assessment Policy Two Years In*

The SCHEV assessment policy was revised and adopted in 2016-17. Since then, VAG members (and others) have talked together about how to meet new expectations around the core competencies, civic engagement, and reporting results. So, where are we now? What happens next? In this session, SCHEV’s Associate for Assessment Policy will share the latest news and insights emerging from the assessment policy implementation, as well as other quality-enhancement initiatives. This will also be a time for attendees to ask questions and engage in conversation with SCHEV about how things are going and what you might like to see in the future.

*Presenter(s): Jodi Fisler, SCHEV*

# THIS YEAR'S CONFERENCE PRESENTERS

**Anne Alerding**, *Virginia Military Institute*

**Gillian Backus**, *Northern Virginia Community College*

**Tim Bajkiewicz**, *Virginia Commonwealth University*

**Linda Baughman**, *Northern Virginia Community College*

**Candice Benjes-Small**, *William & Mary*

**Dr. Bernard**, *Howard University*

**Sarai Blincoe**, *Longwood University*

**Roger Bryan**, *Liberty University*

**Howard Carrier**, *James Madison University*

**Kathy Clarke**, *James Madison University*

**Cindy Cogswell**, *Ohio University*

**Ilaria De Santis**, *Joint Forces Staff College*

**Yesenia Espinal**, *Howard University*

**Sara Finney**, *James Madison University*

**Jodi Fisler**, *State Council of Higher Education  
for Virginia (SCHEV)*

**Tim Fowler**, *Liberty University*

**Rain Garant**, *James Madison University*

**Samantha Gonzalez**, *James Madison University*

**Megan Good**, *Auburn University*

**Jolene Hamm**, *Piedmont Virginia Community College*

**Thomas Hartka**, *James Madison University*

**Gretchen Hazard**, *James Madison University*

**Phillip Holmes**, *James Madison University*

**Micol Hutchison**, *Virginia Community College System/ VCU*

**Tristan Jiang**, *Virginia Military Institute*

**Susan Johnson**, *Northern Virginia Community College*

**Sharon Karkehabadi**, *Northern Virginia Community College*

**Colleen Karnas-Haines**, *University of North Carolina,  
Charlotte*

**Kelsey Kirland**, *Old Dominion University*

**Jade Kline**, *Virginia Tech*

**Peter Lee**, *Liberty University*

**Jenna Lenhardt**, *Virginia Commonwealth University*

**Brian Leventhal**, *James Madison University*

**Carrie Ludovico**, *University of Richmond*

**Jason Lyons**, *Christopher Newport University*

**Nicole Martello**, *Northern Virginia Community College*

**Cathy Meals**, *University of the District of Columbia*

**Tia Minnis**, *Virginia State University*

**Kate Nash, Ph.D.**, *Virginia Commonwealth University*

**Scott Oates, Ph.D.**, *Virginia Commonwealth University*

**Bo Odom**, *University of Virginia*

**Justina Osa**, *Virginia State University*

**Brian Paljug**, *University of Virginia*

**Dena Pastor**, *James Madison University*

**Chris Patterson**, *James Madison University*

**Brielle Pedrick**, *James Madison University*

**(Joann) Shehani Peiris**, *Northern Virginia  
Community College*

**Beth Perkins**, *James Madison University*

**Glenn Allen Phillips**, *Howard University*

**Gina B. Polychronopoulos**, *Christopher Newport University*

**Andrea Pope**, *James Madison University*

**Daphney Portis**, *Auburn University*

**Dr. Lu Qin**, *Howard University*

**Lee Rakes**, *Virginia Military Institute*

**Jane Robertson Evia**, *Virginia Tech*

**Lucinda Rush Wittkower**, *Old Dominion University Libraries*

**Kyle Shanks**, *Howard University*

**Paul Showalter**, *William & Mary*

**Robert Talley**, *Liberty University*

**Dr. Linda Townsend**, *Longwood University*

**David Vess**, *James Madison University*

**Joleen Westerdale McInnis**, *Old Dominion  
University Libraries*

**Angie Wetzel**, *Virginia Commonwealth University*

**Dr. Leonda Williams Keniston**, *Piedmont Virginia  
Community College*

**Alicia Willson-Metzger**, *Christopher Newport University*

**Carol Wittig**, *University of Richmond*

# GROUP DINNERS AT LOCAL RESTAURANTS

**THURSDAY, NOVEMBER 14, 2019**

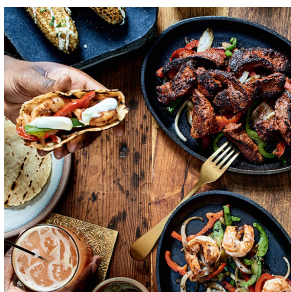
Get to know your colleagues by signing up for one of the group dinners at a local restaurants (optional event, not included in registration). Limited seating at each location. Please sign up in advance at the registration table.

Meet in hotel lobby at 6:00 pm, dinner at 6:30 pm. Your host will lead the way!



## **CAPITAL ALE HOUSE**

As part of the community for seventeen years, Capital Ale House is locally owned and operated with a focus on supporting Virginia craft beer, businesses, and agriculture. We are dedicated to making our community a better place to work and live.



## **CASA DEL BARCO**

For the past eight years we have explored every region of Mexico time and again in search of the next dish. From the Western Peninsula to Tulum, our culinary team returns from their exhaustive journeys with recipes from the most unexpected corners of the Country.



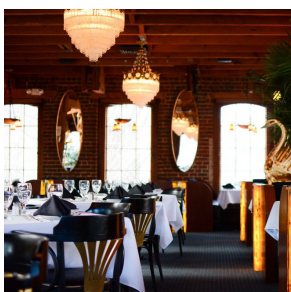
## **SINE IRISH PUB**

Modeled after authentic “city pubs” in Ireland, Siné’s rustic interior was designed and built in the mother country and transported across the Atlantic. The result is a comfortable and traditional Irish pub accessible to all in the Richmond Metropolitan area, with cozy snugs, three bars, and spacious dining areas.



## **TARRANT'S**

Tarrant’s Cafe is situated in the Richmond Old and Historic District. It was an important corner bringing drugstore services to nearby residents for over eighty years spanning the nineteenth and twentieth centuries. 130 years later this building is bringing neighborhood service to Richmond’s community with an upscale but affordable restaurant. Steakhouse/American



## **THE TOBACCO COMPANY**

The Tobacco Company Restaurant is now a multifaceted entertainment and dining show place. The four story restaurant boasts two distinct dining floors, a cocktail lounge with live music, and a popular night club and dance floor. With all of these options in one place, you never even have to leave the building!

# RESEARCH & PRACTICE IN ASSESSMENT

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