



virginia

ASSESSMENT GROUP

360° ASSESSMENT

A HOLISTIC
APPROACH FOR
STUDENT SUCCESS

33RD ANNUAL CONFERENCE

November 18 - 19, 2021

Virtual Conference

Dear Colleagues,

Around this time of year, the trees annually “let go” of their leaves in preparation for renewal in the spring. Likewise, the Virginia Assessment Group also comes together annually to “let go” of challenges and uncertainties and prepare for renewal through shared collegial experiences and dialogue across our institutions.

As the Virginia Assessment Group celebrates 33 years of promoting quality higher education through assessment and institutional effectiveness practices, we find ourselves reflecting on the epic challenges and uncertainties that our students and institutions have had and continue to face. It is in coming together that we can acknowledge those needs and discover new opportunities to approach our future. In having this year’s conference in a virtual format, it affords access to participants from other parts of the country who might not normally be able to attend, which brings even more diverse perspectives and ideas for us all.

This year’s conference features keynote speaker **Dr. Allison Calhoun-Brown**, Sr. Vice President for Student Success and chief enrollment officer at Georgia State University. Using data and analytics to establish proactive approaches to reduce educational risks, GSU has become a national model for undergraduate education. Over the past decade, the university has had one of the fastest growing graduation rates in the country, has increased the number of undergraduate degrees that it confers by more than 80% since 2010, and has eliminated achievement gaps based on race, ethnicity and income.

Thursday afternoon, 10 poster sessions will be presented in an interactive and collaborative virtual format by professional colleagues and graduate students in the field of assessment. And don’t miss out on networking while having a little fun at the end of the day through our specially planned social activity.

On Friday, November 19th, we’ll have the opportunity to delve further into the use of assessment to inform decisions and designs for holistic learning environments and increase student success through workshops led by recognized professionals.

Wrapping up our conference focus, we are fortunate to have **Dr. Kate McConnell** with us. She is not only the AAC&U Vice President for Curricular & Pedagogical Innovation; Executive Director of VALUE but also a former Virginia Assessment Group President.

I hope that you will enjoy your time with colleagues this year, add to your networks, and find answers to some of your questions. We have such a wealth of expertise and a generosity in our colleagues that is unmatched in higher education.

And looking forward, the board hopes to come together in person and that you will all join us again next year, when we hold the conference in downtown Richmond!

Sincerely,

Linda Townsend

2021 President-Elect and Conference Chair

2021 VIRTUAL Conference Schedule

Thursday November 18, 2021

9:25 - 9:55	Sponsor Sessions - Breakout Rooms
10:00 - 10:45	Welcome and Opening Keynote - Dr. Allison Calhoun-Brown
11:00 - 12:30	Keynote Workshop
12:30 - 1:30	Lunch Break
1:30 - 2:30	Business Meeting and Elections
2:45 - 4:00	Poster Sessions
4:00 - 4:30	Sponsor Sessions - Breakout Rooms
4:30 - 5:00	Social Activities

Friday November 19, 2021

9:00 - 9:10	Welcome by VAG VAG Announcements - Elections, Spring Workshop Opportunity
9:20 - 12:10	Interactive Workshops
12:15 - 1:00	Lunch Break/Sponsor Chat
1:00 - 3:50	Interactive Workshops
4:00 - 5:00	Keynote - Kate McConnell & SCHEV Updates - Jodi Fisler

2020 - 2021 Board of Directors



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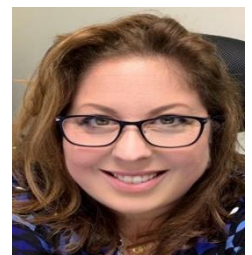
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Virginia State University

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: our gracious Sponsors, the talented and highly motivated Planning Committee, and this year's Proposal Reviewers and Moderators. I especially wish to thank Past President Ryan Otto and President Denise Ridley-Johnston for mentoring me through the process.

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AAC&U is the leading national association dedicated to advancing the vitality and public standing of liberal education by making quality and equity the foundations for excellence in undergraduate education in service to democracy. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises over 1,200 member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size. Through its Office of Curricular and Pedagogical Innovation, AAC&U works to promote curricular coherence through a focus on learning outcomes and the application of ePortfolios—both in general education curricula and beyond—and to advance assessment practices that meaningfully incorporate students' demonstrated student learning. AAC&U leverages these practices to advocate for learner-centered, equitable policies and practices that engage multiple campus stakeholders in creating curricula and assessments that support a high-quality liberal education for all students. The Office of Curricular and Pedagogical Innovation also houses AAC&U's VALUE Institute, which provides external validation of institutional assessments of student learning. Certified faculty and other educators use the [VALUE rubrics](#) to score samples of student work that have been collected and uploaded to a digital repository by participating institutions, departments, programs, states, consortia, and other providers.



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Keri-Beth Pettengill
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Proposal Reviewers and Moderators

Reviewers

Kayla Perkins-Holtsclaw
Brian Leventhal
Virginia Seymour
Joel Hanel
Ebenezer Kolajo
Valerie Lefor
Chris Schreiner

Moderators

Caroline Prendergast
&
Virginia Assessment Group Board

Keynote Speakers



Allison Calhoun-Brown

Sr. Vice President for Student Success - Georgia State University

Allison Calhoun-Brown is Sr. Vice President for Student Success and Chief Enrollment Officer at Georgia State University. She directs the university's efforts to increase enrollment, retention, progression and graduation by developing strategic initiatives and refining operational processes to support student success. Using data and analytics to establish proactive approaches to reduce educational risks, GSU has become a national model for undergraduate education. Over the past decade, the university has had one of the fastest growing graduation rates in the country, has increased the number of undergraduate degrees that it confers by more than 80% since 2010, and has eliminated achievement gaps based on race, ethnicity and income. Dr.

Calhoun-Brown has implemented new and innovative programming to address issues of effective academic advising, unmet student financial need, curricular progression barriers, the connection between college and career, and support for at-risk students. Focused on the student life cycle from pre-enrollment to the start of career, the Division of Student Success utilizes a comprehensive metrics-based approach that incorporates all aspects of enrollment management and student life including admissions, student financial management, academic advising and support programs, registration, and student engagement initiatives to advance student achievement at Georgia State University. Dr. Calhoun-Brown graduated with honors from Oberlin College and earned an M.A. and Ph.D. in Political Science from Emory University.



Kate McConnell

Vice President for Curricular and Pedagogical Innovation and Executive Director of VALUE, Office of Curricular and Pedagogical Innovation, AAC&U

Kate Drezek McConnell, PhD, is Vice President for Curricular and Pedagogical Innovation and Executive Director of VALUE. Prior to taking on this role, Dr. McConnell served as AAC&U's Assistant Vice President for Research and Assessment and Director of the VALUE Institute, AAC&U's nationwide assessment system that enables any higher education provider (institution, PCE program, academic department, state, consortium, etc.) to collect and upload samples of student work to a digital repository and have the work scored by

certified VALUE Institute scorers for external validation of institutional learning assessment. An educational psychologist by training, Dr. McConnell has written extensively on the reliability and validity of the VALUE approach to assessment. Her other research and campus consultations focus on using course-embedded assessment to improve teaching and learning while also addressing accountability and accreditation requirements; course-embedded assessment; aligning pedagogy with assessment efforts; faculty development; and leveraging the learning sciences in teaching, assessment, and evaluation. Before joining AAC&U, Dr. McConnell spent ten years at Virginia Tech working in assessment and evaluation as well as serving as affiliate faculty in Virginia Tech's graduate program in educational psychology, teaching courses on cognitive processes and effective college teaching. She received a BA from the University of Virginia, an MA in history from Providence College (Rhode Island), and a PhD in educational psychology from Virginia Tech.

Detailed Schedule

Thursday November 18, 2021

SPONSOR SESSIONS – BREAKOUT ROOMS

9:25 – 9:55

CARS

Professional Development in Assessment: Opportunities at James Madison University

Faculty from the Center for Assessment and Research Studies at James Madison University will discuss opportunities for professional development in assessment. The presentation will highlight offerings provided by JMU ranging from a week-long workshop all the way to a PhD in Assessment and Measurement. Join us to learn more - our resources may be just what you're looking for!

Presenter (s): **Megan Good**

Watermark

Building Integrated System of Continuous Improvement

Changing the perspective of assessment from compliance-focus to continuous improvement is challenging when connecting results to goals and outcomes involves manual entry. Join Watermark for a session on how to connect your data collection systems to your assessment plan and seamlessly connect direct and indirect measures of student learning to allow faculty to spend time on what matters most---reflection and improvement.

Presenter (s): **Lindsay Tanamal and Ben Vincent**

AAC&U

Beyond Rubrics: AAC&U's Teaching, Learning, & Assessment Resources

Presenter (s): **Kate McConnell**

WELCOME AND OPENING KEYNOTE

10:00 – 10:45

Welcome

Denise Ridley-Johnston, 2020-2021 VAG President

Assistant Director of Institutional Effectiveness and Assessment - College of William & Mary

Keynote - *Analytics for Student Success: Using Data to Increase Equitable Outcomes*

Allison Calhoun-Brown

Sr. Vice President for Student Success - Georgia State University

By implementing and scaling a series of student-centered and analytics-informed programs, Georgia State University has raised graduation rates by 23 percentage points and closed achievement gaps based on a students' race, ethnicity, and income level. It now awards more bachelor's degrees to African Americans than any other college or university in the nation. This session will present how Georgia State University has used student success analytics to develop innovative interventions that led to cross-campus collaborations, equitable outcomes and institutional transformation for student success.

KEYNOTE WORKSHOP

11:00 – 12:30

Creating a Culture for Student Success: How to Use Analytics to Increase Equitable Outcomes

Too often student success analytics and assessment are seen by the broader campus community as aggregate institutional reporting requirements rather than a substantive means to increase equitable student outcomes. In this workshop we will provide a primer on student success analytics and explore ways that these indicators can be presented and made relevant to all parts of the university community.

Workshop Leads: Dr. Allison Calhoun-Brown and Benjamin Brandon, Sr. Director of Student Success Analytics, Georgia State University

LUNCH BREAK

12:30 – 1:30

Lunch on your own. Enjoy your meal!

Business Meeting and Elections

1:30 – 2:30

***Election of 2021-2022 Board Members, Bylaws Revision:** Ryan Otto, Past President; Denise Ridley-Johnston, President*

***Research and Practice in Assessment Journal:** Nicholas Curtis, Editor*

***Note:** All Conference Registrants are members of the Virginia Assessment Group and can vote.*

POSTER SESSIONS

2:45 – 4:00

Determining the Effects of COVID-19 on the Structure of the Critical Thinking Dispositional Scales through Confirmatory Factor Analysis

With the onset of COVID-19 in Spring 2020, higher education professionals have questioned whether there has been an impact on student learning. However, as assessment professionals, we also need to consider whether changes in testing administration result in reliable and valid inferences of test scores. The goal of this project was to examine the factor structure of scores from critical thinking dispositional scales using confirmatory factor analysis to determine whether we could draw comparable inferences from remote, non-proctored testing to those drawn from scores obtained during traditional in-person, proctored testing.

Presenter(s): **Avery Trinh, Kathryn N. Thompson, Brian C. Leventhal**

Promoting students' mental health and belonging through alternative assessment

Have you been wondering how to support your student's mental health? Would you like to use your class as a space for student empowerment, agency, and support? This poster presentation contains ideas on how alternative assessment can support students' mental health.

Presenter(s): **Eliana Elkhoury**

Measured Learning: Growth of Information Literacy Knowledge During COVID-19

Throughout the duration of the COVID-19 pandemic, student learning was put to the test. Modifications and disruptions to student learning was unlike anything in recent history. However, more research is

needed to understand the effects of pandemic-related changes on higher education outcomes, particularly whether student learning still occurred given these changes. In this study, we investigated whether first-year students at James Madison University (JMU) evidenced learning in the information literacy domain. By administering an Information Literacy cognitive assessment in a pre/post design, we were able to use statistical evidence to validate that the significant increase of scores was most likely.

Presenter(s): **Jacqueline M. Lewis, Brian C. Leventhal**

College Students' Understanding of a University-Wide Assessment Day

This study explored students' understanding of the purpose of a university-wide Assessment Day. We answered the following questions: (1) What do students know about Assessment Day? (2) Are there groups of students with different kinds of knowledge or misconceptions about Assessment Day? (3) Does knowledge of Assessment Day relate to test-taking motivation? To explore these questions, we conducted a latent class analysis to classify 8,236 students according to their response patterns on an Assessment Day knowledge quiz and related these classes to self-reported effort.

Presenter(s): **Shanti Silver, Dena Pastor, Sara Finney**

Structuring collective change through data dialogs

Collecting data, summarizing results, and sharing reports with relevant stakeholders do not necessarily lead to change. Often, reports are skimmed, quickly forgotten, debated on merit, or simply not used to develop plans for action. Utilizing the structured processes developed in Data Dialogs (Love, 2002; Wellman & Lipton, 2004), I provide a case study on a small education program that collectively used this method to structure a data review, hold a discussion, and develop an action plan using assessment data. I discuss the goals of the framework, the framework process, results from the case study, and the scalability of the framework.

Presenter(s): **Joel Hanel**

A model of 360° assessment for leveraging assessment results: Promoting collaboration and reflection for improvement of student learning

The impact of COVID-19 could be long-lasting on how professors and students think about assessment of learning, and use of assessment results. The major goal of this proposed session is to share a modified model of 360° assessment practice for leveraging assessment results that promotes reflection by stakeholders, collaborative decision-making and planning for improvement of teaching, learning, assessment, and continuous improvement of student learning.

Presenter(s): **Justina O. Osa**

Lessons Learned: Curriculum Map as an Assessment Tool

During this session, participants will learn about the steps taken to use curriculum mapping as an assessment tool, what worked well, challenges encountered, and recommendations going forward at the graduate and undergraduate level. The program will demonstrate how the program curriculum map can be aligned with intuitional outcomes (Banta, 2014; Hundley & Kahn, 2019). Curriculum mapping allows the Department to identify the courses and the assignments that will ensure that the students are receiving the content that meets the identified outcome.

Presenter(s): **Paul J. Antonellis**

Missingness Matters: How Traditional Missing Data Treatment Threatens Interpretation of Results

Missing data is unavoidable in many higher education research contexts. Various incentives and strategies can be employed to increase response rates in order to prevent nonresponse bias (for example, using course-embedded assessments or raffle entries for respondents). However, such techniques will not prevent all missingness. Therefore, higher education researchers—and assessment professionals in particular—must understand missing data mechanisms and their consequences and deploy modern techniques for handling missing data. This poster session will provide an overview of the mechanisms, potential consequences, and solutions for missing data within an assessment context.

Presenter(s): **Caroline Prendergast**

Using assessment and Library collaboration to give all students a springboard to success

Information literacy--the ability to identify, access, evaluate, and apply information is essential for evidence-based practice and for personal decision-making, especially in this era of mis- and disinformation. Applying a new test based on American Library Association Information Literacy Standards, the instructor of a core course in the Nursing BSN program tested students' information literacy. In response to test results and subsequent student performance on research papers, the instructor collaborated with the UVA Library to create asynchronous modules tailored to course assignments to teach students the fundamental concepts and skills for accessing and evaluating sources of information.

Presenter(s): **Ashley Hurst, Meridith Wolnick, Lois Myers**

ThinkForward: Students, Faculty AND Administrators!

We provide an account of the various elements of our Quality Enhancement Plan (QEP), ThinkForward, which is an initiative geared towards supporting faculty to enhance their critical thinking instructional

abilities by implementing innovative teaching interventions as well as devising strategies to effectively assess their impact on student learning. In addition, we also describe six Student Learning Outcomes that can serve as a guide to structure teaching and assessment strategies for critical thinking in the classroom for lower division undergraduate courses.

Presenter(s): **Annwesa Dasgupta, Kate Kellum, Josh Eyler**

SPONSOR SESSIONS – BREAKOUT ROOMS

4:00 – 4:30

Weave Education

Beyond Entering Results: Taking Action, Making Improvements, and Telling Your Story

After assessment results have been entered, what's next? How can changes be implemented, progress shown, and the story be told? Let's talk about best practices supporting this approach across academic, administrative, and student affairs areas and provide a guiding structure for showcasing improvement.

Presenter (s): **Jordan Denton**

Watermark

Building Integrated System of Continuous Improvement

Changing the perspective of assessment from compliance-focus to continuous improvement is challenging when connecting results to goals and outcomes involves manual entry. Join Watermark for a session on how to connect your data collection systems to your assessment plan and seamlessly connect direct and indirect measures of student learning to allow faculty to spend time on what matters most---reflection and improvement.

Presenter (s): **Lindsay Tanamal and Ben Vincent**

SOCIAL ACTIVITIES

4:30 – 5:00

Speed Networking – Ask 3, Take 1

Join your fellow conference attendees for Speed Networking! In 30 minutes, attendees will get to meet one-on-one and ask each other fun questions.

Facilitators: **Kathleen Bell, Lisa Hamiel**

Friday November 19, 2021

WELCOME

9:00 – 9:10

Welcome

Linda Townsend, VAG 2020-2021 - President Elect
Director of Assessment - Longwood University

VAG Announcements

Denise Ridley-Johnston, 2020-2021 VAG President
Assistant Director of Institutional Effectiveness and Assessment - College of William & Mary

CONFERENCE WORKSHOPS

9:20 – 12:10

Building Assessment Frameworks

As learning organizations, it is in the DNA of institutions to assess themselves, reflect, and make improvements. So why is it so hard to have a culture that uses information consistently to make decisions? Why are assessment professionals struggling to create cultures of assessment? This workshop is designed to help assessment leaders gain insights into their own assessment culture and develop ideas on how to identify areas of opportunity. Participants will discuss current assessment processes and how to develop the infrastructure to support those processes.

Workshop Lead: **Tisha Paredes**
Workshop Sponsor: **Weave Education**

Connecting Teaching, Learning & Assessment

The goal of assessment is to improve student learning. Constructive and collaborative assessment provides educators with the information needed to reflect and make informed decisions that are integral to effective teaching. Building a culture of meaningful assessment for learning improvement requires a community approach. In this workshop, we will explore the following:

- How to develop institutional collaborations
- How to use assessment as a valuable and meaningful process for change and improvement in teaching and student learning
- How can faculty development enable educators to recognize the connections between teaching, learning and assessment?

Workshop Lead: **Pam Tracy and Adam Franssen**
Workshop Sponsor: **Center for Assessment & Research Studies (CARS)**

LUNCH BREAK & SPONSOR CHAT

12:15 – 1:00

Enjoy your lunch and visit with our sponsors in the breakrooms to learn more about how they can help your institution.

CONFERENCE WORKSHOPS

1:00 – 3:50

Embracing Commitments to Holistic Learning and Development Through Meaningful Assessment

At a time of remarkable change in the world, and particularly within higher education, there is a new urgency to articulate and assess what it means for colleges and universities to foster not just students' cognitive development, but their personal, emotional and social development, as well. To be effective, assessment of the whole student must go beyond the traditional scope of student affairs and into the innovative territory of linking curricular learning with students' aptitudes, mindsets, and dispositions. In this space, assessing elements of students' personal and social development, such as sense of purpose, agency, resilience, and belonging, become valued contributions of the college experience, not just fringe benefits. This workshop will engage participants in discussions around the varied approaches for assessing students' holistic learning and development (e.g. indirect and direct) and the curricular and cocurricular linkages that can provide anchors for assessment over time.

Workshop Lead: **Ashley Finley**

Workshop Sponsor: **AAC&U**

Applying Annual Assessment Feedback for Institutional Change

How does assessment feedback foster innovation at the course, program, and institutional level? This workshop will share the journey of implementing a holistic peer-review process for academic assessment at George Mason University. Through sharing concrete findings from a meta-analysis of over 200 academic program assessment submissions, we will offer strategies for transferring this process in different contexts. Participants will engage in the review of assessment data, explore opportunities for applying feedback, and engage in a dialogue about continuous programmatic and institutional improvement.

Workshop Lead: **Matthew DeSantis and Sheena Serslev (GMU)**

Workshop Sponsor: **Watermark**

CLOSING KEYNOTE & SCHEV UPDATES

4:00 – 5:00

Keynote

Kate McConnell

Vice President for Curricular and Pedagogical Innovation and Executive Director of VALUE, Office of Curricular and Pedagogical Innovation, AAC&U

SCHEV Updates

Jodi Fisler

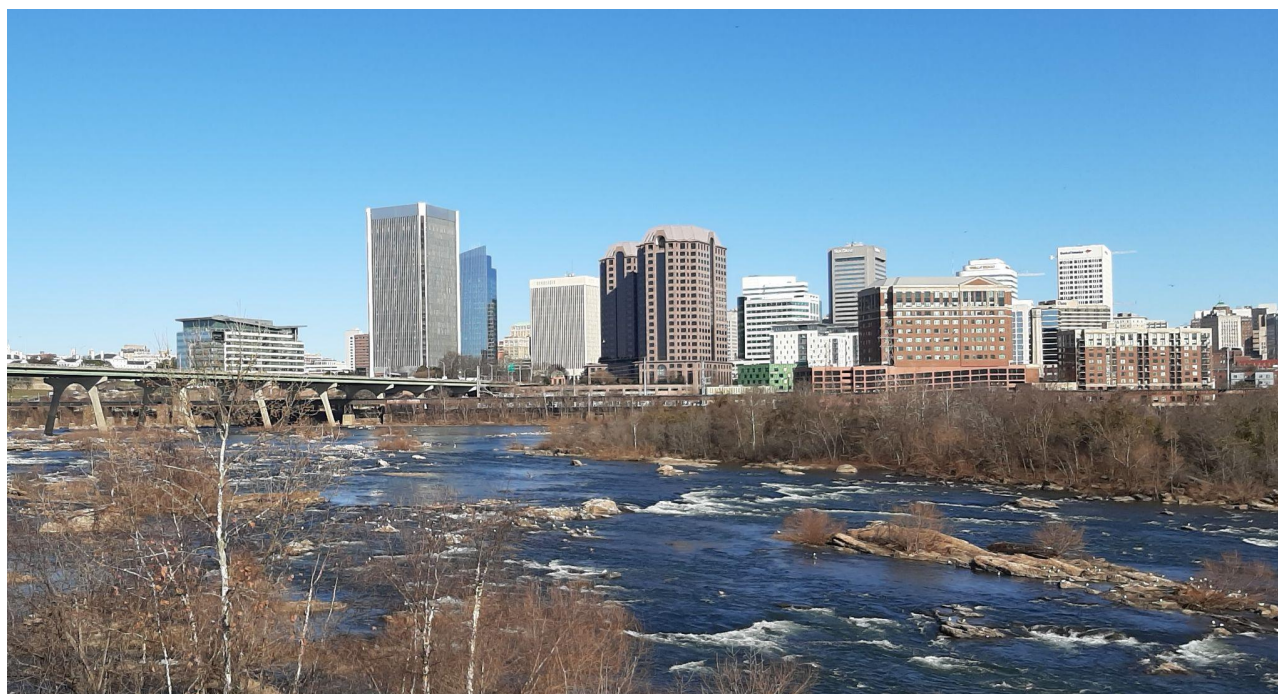
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Virginia Assessment Group Announcements

Denise Ridley-Johnston and Linda Townsend

2022 Virginia Assessment Conference

**Let's Gather Together in Downtown Richmond, Virginia for the
34th Annual Virginia Assessment Group Conference
November 2022**



Presenter Bios

POSTER SESSION PRESENTERS

Determining the Effects of COVID-19 on the Structure of the Critical Thinking Dispositional Scales through Confirmatory Factor Analysis

Avery Trinh is a senior Psychology major at Eastern Mennonite University with a Math, Neuroscience, and Theater minor. This past summer he served as an undergraduate intern at JMU's Center for Assessment and Research Studies (CARS). During his 7-week internship, Trinh used confirmatory factor analysis to investigate the effects COVID-19 had on the Critical Thinking Disposition scales on the staff, faculty and students. Trinh has also completed CARS's Assessment 101 workshop and participated in APT Rater Training.

Kathryn N. Thompson is a second-year student in the Assessment and Measurement PhD Program and a teaching assistant for statistics courses in the Department of Graduate Psychology at James Madison University (JMU). She received her undergraduate degree in psychology and mathematics from Flagler College and received her master's degree in the Quantitative Psychology Concentration of the Psychological Sciences Program from JMU. Her primary research interests include item response theory, simulation studies, and Bayesian analysis and their applications in assessment. She is currently a member of the NCME Standards and Test Use Committee where she has assisted in updating and revising documents related to the development, validation, and use of assessments.

Brian C. Leventhal is an Assistant Professor in the Assessment and Measurement PhD Program, the Coordinator of the Quantitative Psychology Master's Concentration, and an Assistant Assessment Specialist in the Center for Assessment and Research Studies, at James Madison University (JMU). He is the lead assessment liaison to the General Education program, the common core academic program of JMU, providing outcomes assessment support to faculty and administrators. His work has garnered national recognition, as evidenced through recent national leadership appointments. In 2020 he was named chair of the Educators of Measurement Special Interest Group and, in 2021 he was named program co-chair for the 2022 NCME Annual Conference. In 2022, he will begin his term as Editor of the Instructional Topics in Educational Measurement Series (ITEMS). In addition, Dr. Leventhal teaches graduate-level courses on classical test theory, generalizability theory, learning outcomes assessment, and statistical and assessment consulting.

Measured Learning: Growth of Information Literacy Knowledge During COVID-19

Jacqueline M. Lewis is a summer intern in the Center for Assessment and Research Studies at James Madison University working on learning and motivation research. In the Fall, she will return to her home institution of Utica College as a senior pursuing a Psychology undergraduate degree and Mathematics minor. There, she will continue to perform research on ADHD and anxiety as well as human rights. She plans to explore various fields of research in the future and pursue her Master's Degree.

Brian C. Leventhal is an Assistant Professor in the Assessment and Measurement PhD Program, the Coordinator of the Quantitative Psychology Master's Concentration, and an Assistant Assessment Specialist in the Center for Assessment and Research Studies, at James Madison University (JMU). He is the lead assessment liaison to the General Education program, the common core academic program of JMU, providing outcomes assessment support to faculty and administrators. His work has garnered national recognition, as evidenced through recent national leadership appointments. In 2020 he was named chair of the Educators of Measurement Special Interest Group and, in 2021 he was named program co-chair for the 2022 NCME Annual Conference. In 2022, he will begin his term as Editor of the Instructional Topics in Educational Measurement Series (ITEMS). In addition, Dr. Leventhal teaches graduate-level courses on classical test theory, generalizability theory, learning outcomes assessment, and statistical and assessment consulting.

College Students' Understanding of a University-Wide Assessment Day

Shanti Silver is originally from Honolulu, Hawaii and currently attends Kenyon College where she works as a student analyst in the Office of Institutional Research. She plans to graduate with a Bachelors of Arts in Psychology and Statistics minor in May, 2022. She completed this research as an intern in the Center for Assessment and Research Studies at James Madison University.

Dena Pastor is a Professor of Graduate Psychology and Associate Director of Assessment Operations in the Center for Assessment and Research Studies at James Madison University. In her role as Professor she teaches courses in statistics and advises students in the Quantitative Psychology M.A. program and Assessment and Measurement Ph.D. program. As Associate Director of Assessment Operations she oversees JMU's university-wide Assessment Days and assists in the assessment of programs affiliated with the James Madison Center for Civic Engagement.

Sara Finney is a Professor of Graduate Psychology and Associate Director of Student Affairs Assessment in the Center for Assessment and Research Studies at James Madison University. In her role as Professor, she teaches courses in multivariate statistics and advises students in the Quantitative Psychology M.A. program and Assessment and Measurement Ph.D. program. As Associate Director, she provides support to colleagues interested in assessing student learning and development outcomes. Her research focuses on the merger of implementation fidelity data and learning outcomes data when assessing program effectiveness, test-taking motivation and emotions, and the use of structural equation modeling to gather validity evidence for score interpretations.

Structuring collective change through data dialogs

Joel Hanel is the Accreditation & Assessment Specialist for the School of Professional & Continuing Studies at the University of Richmond. Working with faculty and staff, he coordinates and assists programs in developing procedures for accreditation, student assessment, and program assessment. Hanel works with Educational Leadership & Policy Studies (ELPS) and the Teacher Education Program in their work for the Council for the Accreditation of Educator Preparation (CAEP) and the Virginia Department of Education (VDOE). Joel is also a co-chair of the Virginia Education Assessment Collaborative (VEAC) and serves on the Virginia Association of Colleges and Teacher Educators (VACTE).

A model of 360° assessment for leveraging assessment results: Promoting collaboration and reflection for improvement of student learning

Justina O. Osa is currently a Professor of Educational Leadership, and Assistant Director for Institutional Assessment at Virginia State University. In recent years, her research agenda includes assessment, mentoring and coaching, leadership development, and international education. In 2012, Dr. Osa was invited to join the International Study of Principal Preparation (ISPP), a study involving researchers and recently appointed principals from Australia, Canada, China, England, Germany, Ghana, Jamaica, Mexico, New Zealand, Nigeria, Scotland, South Africa, Tanzania, Turkey, and the United States of America. She has published book chapters and peer-reviewed articles, and presented papers internationally, nationally and regionally at professional conferences. Dr. Osa has received grants to enhance academic achievement for K-12 students. She recently got back from the United Arab Emirates after a two-year stay where she was involved in developing a Master's program in educational leadership. Dr. Osa serves as reviewer for SACSCOC, ELCC, NCATE now CAEP.

Lessons Learned: Curriculum Map as an Assessment Tool

Paul J. Antonellis is the Director of Institutional Planning, Assessment and Effectiveness at Endicott College (Beverly, MA). Paul serves as an Affiliated Board Member for the New England Educational Assessment Network (2019-Present). His higher educational experience spans ten years in higher education as a full-time professor in the Business School at several New England Colleges. Dr. Antonellis holds a Doctoral of Education degree specializing in Higher Educational Leadership and Management. He has authored and published more than 35 articles and three books. Paul has an extensive background in presenting at national and international conferences on curriculum map as an assessment tool (IUPUI Assessment Conference, Drexel University, NECHE Annual meeting, University of Florida, Kansas State University, Academic Chairpersons Conference).

Promoting students mental health and belonging through alternative assessment

Eliana Elkhoury is an assistant professor at Athabasca University. She has extensive experience in teaching and learning in K12 and higher education settings within both Canada and internationally. She started her career with a bachelor's degree in Information Technology and in 2018 she graduated from the University of Calgary with a PhD in Learning Sciences. Eliana spent six years teaching in K12 classrooms and working with teachers to redesign their lessons. In the last four years, she has been teaching in teacher education programs and the Master of Education program at Queen's University. Eliana's latest work is focused on alternative assessment.

Missingness Matters: How Traditional Missing Data Treatment Threatens Interpretation of Results

Caroline Prendergast is a doctoral candidate in the Assessment & Measurement program at James Madison University. She holds a M.Ed. in Measurement, Evaluation, Statistics, and Assessment from Boston College. Her research predominantly focuses on using assessment as part of a systematic approach to improving student learning. Additionally, she is interested in provision of high-quality professional development in assessment and developing more equitable approaches to assessment in

higher education. Along with Keston Fulcher, she is the author of *Improving Student Learning at Scale: A How-To Guide for Higher Education*.

Using assessment and Library collaboration to give all students a springboard to success

Ashley Hurst, J.D., M. Divinity, MA Religious Studies, is an Assistant Professor and the Assessment Coordinator for the University of Virginia School of Nursing. She teaches the core required course in the BSN program: Research, Ethics, Advocacy, and Leadership: Intro to Professional Practice. She also teaches undergraduate and graduate courses on clinical ethics, bioethics, and legal issues in healthcare and serves at UVA Health as a member of various ethics committees and consult services.

Meridith Wolnick directs the Teaching and Learning programs led by the University of Virginia Library. She focuses on the development of undergraduate information literacy and research capabilities and supports teaching strategies and activities across the domains for scholars at all skill levels.

Lois Myers, M.P.P., is University Assessment Coordinator and Associate Director of Institutional Research and Analytics. She manages institutional and program-based assessments of student proficiency and learning and reporting thereof across the University.

ThinkForward: Students, Faculty AND Administrators!

Annwesa Dasgupta currently serves as the Assistant Director for Assessment at the University of Mississippi. Dr. Dasgupta earned her Ph.D. Biology in 2014 with a focus in biology education research working with Dr. Nancy Pelaez at Purdue University. After a year of teaching biology at the undergraduate level at Niagara University, Buffalo, Dr. Dasgupta returned to Purdue University to pursue a Postdoctoral Fellowship to design assessment for STEM curriculum at the elementary level K-2. She followed this with another postdoctoral fellowship at the STEM institute at IUPUI, Indianapolis facilitating a seed grant program to fund and support faculty pedagogical innovations at the undergraduate curriculum. As Assistant Director, Annwesa supports the advancement of Thinkforward, the University of Mississippi's Quality Enhancement Plan (QEP). Thinkforward is designed to foster critical thinking skill development in lower-division, general education courses and co-curricular learning experiences by enhancing faculty development and modifying student learning environments.

Kate Kellum currently serves as the Associate Director of Institutional Effectiveness and Assistant Professor of Psychology at the University of Mississippi. She holds a master's degree in education from Purdue University and a doctoral degree in psychology from the University of Nevada Reno. She has considerable experience in assessment of educational and research activities, time-series research design, and performance measurement/ improvement. She has been consulting with schools, universities and non-profits in the USA and UK for over 20 years to improve their ability to measure learning outcomes and organizational performance. Kate regularly designs and conducts research related to student learning outcomes and student preference. Kate is an active presenter at national and international conferences.

Josh Eyler is Director of Faculty Development and Director of the Thinkforward Quality Enhancement Plan at the University of Mississippi, where he is also on the faculty in the Department of Writing and Rhetoric. He previously worked on teaching and learning initiatives at Columbus State University,

George Mason University, and Rice University. His research interests include the biological basis of learning, evidence-based pedagogy, and disability studies, and he is the author of *How Humans Learn: The Science and Stories behind Effective College Teaching* (WVU, 2018).

CONFERENCE WORKSHOP PRESENTERS

Building Assessment Frameworks

Tisha M. Paredes was the Assistant Vice President for Institutional Effectiveness and Assessment at Old Dominion University. Prior to accepting this position in 2015, she served as the office's Research Associate, Senior Research Associate, and Director of Assessment. Tisha helped to promote institutional effectiveness activities at all levels of the University. She has presented workshops and consulted on topics including institutional effectiveness, academic and administrative assessment, general education assessment, QEP assessment, and SACSCOC compliance. She has served on several on and off-site committees. Her book, *Using Focus Groups to Listen, Learn, and Lead in Higher Education*, was published in summer 2018. Recently, Tisha stepped away from ODU to focus on other pursuits.

Connecting Teaching, Learning & Assessment

Pam Tracy is the Director of the Center for Faculty Enrichment and Professor of Communication Studies at Longwood University. In reference to her work with assessment, Pam serves as a member of Longwood's SACSCOC reaffirmation leadership team and is leading the selection and planning of our next QEP. She chaired the university's Oral Communication Competency Assessment team, and has served on several campus assessment teams. She has presented at the Annual SACSCOC meeting, the Virginia Regional Accreditation Symposium, AAHLE, the Assessment Institute, and the Virginia Assessment Group Annual Conference. Pam is a member of the Learning Improvement Community.

R. Adam Franssen, Ph.D. is the Assistant Director for the Center for Faculty Enrichment and Associate Professor of Biology at Longwood University. His work with assessment has come primarily through efforts to redesign the Biology curriculum and utilize tools - namely, James Madison University's Learning Improvement by Design (LID) program - to determine if the revised curriculum successfully affected student learning. Along with Pam Tracy, Linda Townsend, and other Longwood collaborators, Adam has worked to disseminate their assessment findings at the 2020 Assessment Institute and the 2021 Association for Southeastern Biologists.

Embracing Commitments to Holistic Learning and Development Through Meaningful Assessment

Ashley Finley is the vice president for research and senior advisor to the president at the Association of American Colleges and Universities (AAC&U). She was previously associate vice president for academic affairs and founding dean of the Dominican Experience at Dominican University of CA and national evaluator for Bringing Theory to Practice. Currently, Dr. Finley oversees AAC&U's research agenda through the coordination of projects and reports on pressing issues in higher education. She also advises on strategic initiatives to support member campuses. Dr. Finley's campus engagement focuses on connecting learning, assessment, and equity with campus priorities. Her publications include *How College Contributes to Workforce Success*; *A Comprehensive Approach to Assessment of High-Impact Practices*; and "Well-Being: An Essential Outcome for Higher Education." Finley received

a BA from the University of Nebraska-Lincoln and an MA and PhD, both in sociology, from the University of Iowa.

Applying Annual Assessment Feedback for Institutional Change

Matthew DeSantis serves as the Executive Director for Institutional Effectiveness at George Mason University where he provides leadership for program, general education, and administrative assessment. Prior to joining George Mason, Matthew held institutional effectiveness leadership positions at St. Edward's University, Florida Southern College, and Guilford Technical Community College. Matthew has presented his work on assessment at national conferences and has been published in Insider Higher Ed and the National Institute for Learning Outcomes Assessment. He earned his BA in political science from Furman University and his MA in political science from the University of Florida.

Sheena G. Serslev is the Associate Director of Institutional Assessment at George Mason University where she manages annual assessment efforts. Prior to joining George Mason, she co-led a center for teaching as Associate Director of Engaged Teaching at UC San Diego where she collaborated with departments and faculty to design evidence-based, student-centered, and equitable learning experiences. Sheena earned her BA Visual Arts and BA in Communications at UC San Diego and completed her Master's in Arts Management from the Heinz College of Public Policy at Carnegie Mellon University. She earned her Doctorate in Educational Leadership from UC San Diego and her research interests blend program assessment with creativity and learning.