



virginia
ASSESSMENT GROUP

2022 Conference

**Building Assessment Partners Across the
Institution - A Collaborative Approach to
Meaningful Assessment**

**Richmond, VA
November 16-18, 2022**

Dear Colleagues,

I am pleased to welcome each of you to the 34th Annual Conference of the Virginia Assessment Group. Recognizing the changing landscape of assessment in higher education, and the growing need for inclusivity and collaboration in our work, this year's conference focuses on embracing collaborative efforts, and building partnerships with stakeholders across our campuses by promoting meaningful assessment, informed decision making, and overall institutional, programmatic and student success.

The 2022 conference features keynote speaker **Dr. Monica Stitt-Bergh**, an educational psychologist in the Assessment and Curriculum Support Center at the University of Hawai'i at Mānoa. In her keynote, Dr. Stitt-Bergh will discuss the necessity of collaboration in the assessment process, who the collaborators might be, and the need to nurture reciprocal relationships, using specific examples.

In the spirit of collaboration, this year's conference will also feature sessions from Virginia Regional Accreditation Symposium (VRAS), and a closing plenary with keynote speaker **Dr. Belle S. Wheelan**. Dr. Wheelan currently serves as President of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and is the first African American and the first woman to serve in this capacity. Her career spans over 40 years and includes the roles of faculty member, chief student services officer, campus provost, college president and Secretary of Education.

I hope this year's conference will provide you an opportunity to learn new approaches to address assessment and accreditation challenges at your institutions, and expand your network of colleagues as we engage in interactive concurrent sessions, panel discussions, and networking opportunities over the next two and a half days.

Sincerely

Dr. Tia A. Minnis

2022 President-Elect and Conference Chair



SCHEDULE AT A GLANCE

Wednesday, November 16, 2022		
Time	Event	Location
12:00 – 5:30 pm	Conference Registration	Foyer
1:00 – 4:00 pm	Pre-Conference Workshops	Breakout Rooms
3:30 – 5:30 pm	Sponsor Booths Open	Foyer
4:00 – 5:00 pm	Hotel Check-in	Lobby
5:00 – 6:30 pm	Opening Reception & Poster Session	James River Ballroom
7:30 – 9:00 pm	Board Dinner Meeting	TBD
Thursday, November 17, 2022		
7:30 – 9:00 am	Conference Registration	Foyer
7:30 – 8:30 am	Full Breakfast Buffet	James River Ballroom
8:30 – 9:30 am	Welcome & Opening Plenary with Dr. Monica Stitt-Bergh	James River Ballroom
9:30 – 4:45 pm	Sponsor Booths Open	Foyer
9:40 – 10:40 am	Concurrent Session 1	Breakout Rooms
10:50 – 11:50 am	Concurrent Session 2	Breakout Rooms
12:00 – 1:00 pm	Lunch & Business Meeting	James River Ballroom
1:15 – 2:15 pm	Concurrent Session 3	Breakout Rooms
2:30 – 3:30 pm	Concurrent Session 4	Breakout Rooms
3:30 – 3:45 pm	Beverage and Snack Break	Foyer
3:45 – 4:45 pm	Concurrent Session 5	Breakout Rooms
6:00 pm	Dinners at Local Restaurants <i>(Optional Event, Not Included in Registration)</i>	Sign-up Sheets Provided Meet in Lobby at 5:30
Friday, November 18, 2022		
7:30 – 8:30 am	Full Breakfast Buffet	James River Ballroom
8:30 – 9:30 am	Closing Plenary with Dr. Belle S. Wheelan	James River Ballroom
9:45 – 10:45 am	Concurrent Session/Q&A with Dr. Belle S. Wheelan	James River Ballroom and Breakout Rooms
10:45 – 11:00 am	Break/Check Out	
11:00 – 12:00 pm	SCHEV Update/Jodi Fisler	James River Ballroom
12:10 pm	Box Snack & Departure	

2021 - 2022 BOARD OF DIRECTORS



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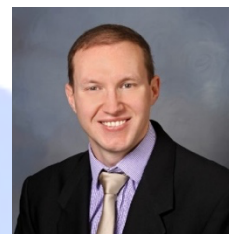
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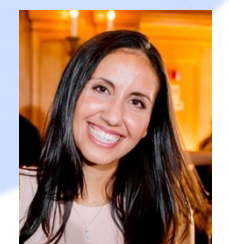
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THANK YOU FOR THE SUPPORT

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 Planning Committee, this year's Proposal Reviewers, and our esteemed keynote speakers. I especially wish to thank Past President Denise Ridley-Johnston and President Linda Townsend for mentoring me through the process.

THE CONFERENCE PLANNING COMMITTEE

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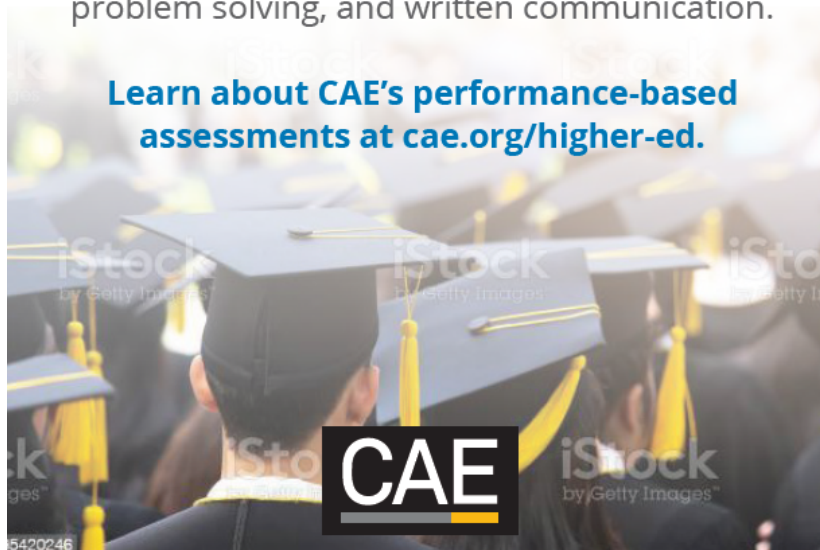
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KEYNOTE SPEAKERS



Thursday, November 17: Dr. Monica Stitt-Bergh

Dr. Monica Stitt-Bergh is an educational psychologist in the Assessment and Curriculum Support Center at the University of Hawai'i at Mānoa (UHM). Her specialization is in assessing written communication. In her position, she provides technical support, generates resource materials, and offers workshops on learning outcomes assessment, program evaluation, and curriculum development. She also plans and collaborates on institution-level assessment projects. She has spent the last fourteen years working to increase the use of assessment findings and improve student learning. Previously, she assisted with UHM's writing-across-the-curriculum program and implementation of a new general education program. Her classroom experience includes teaching first-year writing and social science

research methods courses. Dr. Stitt-Bergh has published and given conference presentations on learning outcomes assessment, equity in assessment, data visualization, program evaluation, self-assessment, and writing-across-the-curriculum. She is currently a lead member of the Learning Improvement Community and a design team member of UHM's Truth, Racial Healing and Transformation Campus Center. She is a former president of the Association for the Assessment of Learning in Higher Education and of the Hawai'i-Pacific Evaluation Association. She holds a BA in English (University of Michigan), an MA in Composition and Rhetoric and PhD in Educational Psychology (UHM). Her most recent work includes a book chapter (co-authored), "Centering 'āina in assessment: Striving for equity and social justice," in *Reframing assessment to center equity: Theories, models, and practice* and a co-authored article, "Fields, professions, and disciplines: Exploring professional identity in assessment" in *RPA*.



Friday, November 18: Dr. Belle S. Wheelan

Dr. Belle S. Wheelan currently serves as President of the Southern Association of Colleges and Schools Commission on Colleges and is the first African American and the first woman to serve in this capacity. Her career spans over 40 years and includes the roles of faculty member, chief student services officer, campus provost, college president and Secretary of Education. In several of those roles she was the first African American and/or woman to serve in those capacities. Dr. Wheelan received her Bachelor's degree from Trinity University in Texas (1972) with a double major in Psychology and Sociology; her Master's from Louisiana State University (1974) in Developmental Educational Psychology; and her Doctorate from the University of Texas at Austin (1984) in Educational Administration with

a special concentration in community college leadership. She has received numerous awards and recognition including six honorary degrees; the Distinguished Graduate Award from Trinity University (2002), and from the College of Education at the University of Texas at Austin (1992); Washingtonian Magazine's 100 Most Powerful Women in Washington, DC (2001); the AAUW Woman of Distinction Award (2002); the Suanne Davis Roueche National Institute for Staff and Organizational Development's Distinguished Lecturer Award (2007); the John E. Roueche National Institute for Staff and Organizational Development's International Leadership Award (2010); and the AACC Leadership Award (2011); the John Hope Franklin Award from *Diverse Issues in Higher Education* for outstanding leadership in higher education; the Educational Testing Service (ETS) Terry O'Banion Prize in Education from the League for Innovation in Community Colleges; and in 2017, Central Virginia Community College named her President Emerita. She holds and has held membership in numerous local, state and national organizations including Rotary International; Alpha Kappa Alpha Sorority, Inc.; the American College Testing, Inc., Board of Directors; American Association of Community Colleges, Board of Directors; the Lumina Foundation for Education, Board of Directors; the President's Round Table of the National Council on Black American Affairs; the National Black College Alumni Hall of Fame, Board of Directors; Excelencia in Education, Board of Directors; National Society of Collegiate Scholars, Community College Honorary Board; Next Generation Learning Challenges, Advisory Panel; Project GOALS (Gaining Online Accessible Learning Through Self-Study); and the National Student Clearinghouse, Board of Directors. Dr. Wheelan attributes her success to hard work, endurance, tenacity, and being in the right place at the right time. She recognizes that prayer and support from family and friends make anything possible. Dr. Wheelan is the mother of an adult son named Reginald.

DETAILED SCHEDULE

Wednesday, November 16: Pre-conference Sessions

Time	Boulevard	Shockoe	Mayo	Foyer	James River Ballroom
12:00 – 5:30 pm				Conference Registration	
1:00 – 4:00 pm	Student Partnership in Assessment: How to Cultivate Meaningful Student Engagement Presenter: Dr. Nick Curtis	Assessment 101: A Practical, Comprehensive, and Simple Approach to Assessment Presenter: Dr. Tia A. Minnis	Enhance and Support Learning: Putting Equity-Based Assessment Practices into Action Presenter: Dr. Monica Stitt-Bergh		
3:30 – 5:00 pm				Sponsor Booths	
5:00 – 6:30 pm					Opening Reception and Poster Sessions

Thursday, November 17: Presentations

Time	Boulevard	Shockoe	Mayo	Lee	Capitol
9:40 – 10:40 am	Learning Improvement and the Importance of Collaborating for Collaboration	Preparing Faculty for Equity Minded Teaching and Assessments: Using Inclusive Pedagogy to Develop Teaching and Learning Strategies in Higher Education	Crafting Program Learning Outcomes: Calibration by Collaboration	A Framework for Designing Effective Collaborative Networks	Q&A with Institutional Accreditation Liaisons
10:50 – 11:50 am	Eliminating Silos – Strategic Initiatives to Increase	Concrete Strategies for Meaningful Collaboration	Assessment Fatigue: Overview, Causes,	Tapping into the Common Wealth: Leveraging Expertise	Watermark Sponsor Session Digging in Your Data: Thinking About How

	Collaboration Across Campus		Solutions, and Tips	Across Institutions to Promote Collaboration	Surveys/Evaluations Can Contribute to Assessment Activities
1:15 – 2:15 pm	Collaboration is Key: Exploring what Interpersonal Strategies, Skills, and Dispositions Support Successful Assessment Practice	Applying Research and Practice in Assessment's (RPA's) New Review Rubric (Part 1)	Building Context: A Practical and Efficient Approach to Analyzing and Presenting Qualitative Data	Building Collaborative Assessment Processes through Peer Review and Visualizations	The SACSCOC Liaison Role and The VRAS Network
2:30 – 3:30 pm	Harnessing the Power of Collaboration: Building Capacity for Assessment Through Stakeholder Engagement	Applying Research and Practice in Assessment's (RPA's) new review rubric (Part 2)	Making the Juice Worth the Squeeze: Innovative and Collaborative Strategies for Meaningful Assessment	A Culture of Equity-Minded Assessment: Assessing an IDEI Program for Preservice Teachers at a Liberal Arts Institution	General Networking Session
3:45 – 4:45 pm	Leading an Assignment Design Charrette	Strategic Planning in a Time of Tumultuous Change and Uncertainty	Beyond Checking the Boxes: Collaborative Longitudinal Assessment of Student Writing in General Education	Seeds of Doubt and Hopes for Improvement: An Undergraduate's Glimpse into a better Future of Higher Education	Unpacking Assessment Standards for a Successful Reaffirmation of Accreditation

Friday, November 18: Presentations

Time	Boulevard	Shockoe	Mayo	Lee
9:45 – 10:45 am	Accreditation Q&A with Dr. Belle S. Wheelan, President of SACSCOC	CAE Sponsor Session Does Higher Education Teach Students to Think Critically?	Equity Minded Assessment: Where do we Start? How can we get there?	The Equity Pause: A reflection on integrating an equity-focused curriculum in an assessment training workshop



Full Schedule

Wednesday, November 16: Pre-conference and Poster Sessions

1:00 – 4:00 pm

Student Partnership in Assessment: How to Cultivate Meaningful Student Engagement

Presenter: Nick Curtis

Location: Boulevard

The program assessment process has been in place for more than three decades and our practices are constantly evolving. Even so, the key stakeholders, students, do not yet have a consistent, meaningful seat at the table. This workshop will engage participants in a hands-on set of discussions and activities; intentionally planning for student partnership and engagement in assessment. Participants will learn to engage students to bring new insights into education and elevate students' voice in the assessment process. Participants will develop strategies for partnering with students to increase the likelihood of meaningful change.

Assessment 101: A Practical, Comprehensive, and Simple Approach to Assessment

Presenter: Tia A. Minnis

Location: Shockoe

This practical, interactive, and hands-on workshop is designed to demystify the assessment process in higher education. The presenter takes a "simple, instructional, non-intimidating, and helpful" approach to provide participants with the tools needed to engage in comprehensive and on-going assessment practices focused on continuous improvement, student success, and overall institutional effectiveness. The workshop will explore the various topics including Writing Program-Level Student Learning Outcomes; Curriculum Mapping of Outcomes, Courses, and Assignments; Assessment of Student Learning; "Making Meaning" Through Data Analysis and Data Interpretation and Results Utilization to Support Continuous Improvement.

This workshop is ideal for those relatively new to assessment practices, faculty members, and experienced assessment practitioners interested in learning strategies to educate, support, and empower colleagues to engage in the assessment process.

Enhance and Support Learning: Putting Equity-Based Assessment Practices into Action

Presenter: Monica Stitt-Bergh

Location: Mayo

We—assessment professionals, educators, educational developers, administrators—need to ensure that assessment practices support and enhance learning instead of (unintentionally) contributing to learning gaps between and among groups of students. The literature on equity-based assessment practices—e.g., equity minded, equity centered, culturally responsive—is rich with recommendations that I will summarize for us to consider. We will collaboratively explore how to put these recommendations into action at each stage of the typical assessment cycle, from learning outcomes to use of results. We will discuss specific examples and scenarios and co-create solutions. Like many, I am on a journey toward creating assessment practices that enhance students' learning; while I will provide guidance and options, participants' wisdom will be welcomed and appreciated in this interactive workshop. My goal is for participants to leave with at least one concrete action to integrate into their own work.

5:00 – 6:30 pm

Applying an Improvement Framework to a University-Wide Initiative: An Intersectional, Interdisciplinary Case Study

Poster presenter: Chris Patterson

Location: James River Ballroom

Learning improvement is often discussed at the classroom and program levels (Fulcher & Prendergast, 2021; Fulcher et al., 2014), but what about at the institutional level? In this presentation, the typical framework for learning improvement (Assess, Intervene, Reassess) is discussed through an institutional improvement lens. Examples are given from James Madison University's own work in addressing issues of intersectional equity. Through this presentation, participants should be able to learn more about how learning improvement can occur at all levels of an institution, as well as how learning improvement can be used in ways that promote equity.

Applying Process Data to Assessment Methodology: Using Response Time Thresholds to Detect Not-Solution Behavior in General Education Assessment

Poster presenter: Nicolas Mireles and Brian C. Leventhal

Location: James River Ballroom

Low stake assessments consist of little to no direct consequences to the student test takers. This results in assessment scores reflecting a combination of student ability and low motivation. Thus, to provide a more accurate assessment of student learning, we used response time data from an oral communication test to identify students disengaged from the test-taking process. Once we filtered out disengaged test takers, motivation and assessment scores increased likely creating a more accurate picture of student learning. We will discuss our considerations and decisions in selecting a method of detecting non-solution behavior.

Thursday, November 17: Presentations

9:40 – 10:40 am

Learning Improvement and the Importance of Collaborating for Collaboration

Presenters: Linda Townsend and Pam Tracy

Location: Boulevard

Track: Collaborative Assessment

At Longwood University, the directors of assessment and faculty development work together to create a campus-wide assessment culture. In this session, we discuss one endeavor that demonstrates how this partnership can promote collaboration as a key factor for meaningful assessment. We collaborated on the design of a Readiness for Learning Improvement Process tool for use by academic programs to reflect on the culture, commitment, and capacity necessary for learning design and assessment. After piloting the tool, faculty recognized that reflecting on readiness and engaging in change requires collaboration. As Directors, we witnessed again that uniting across our different lenses creates a cohesive message of the interconnected relationship of teaching, learning and assessment as well as the value of faculty collaboration.

Preparing Faculty for Equity Minded Teaching and Assessments: Using Inclusive Pedagogy to Develop Teaching and Learning Strategies in Higher Education

Presenter: Charletta Barringer-Brown
Location: Shockoe
Track: Equity-Minded Assessment

This presentation reports the findings of a selected college faculty equity-minded assessment training course. The selected training course starts from the premise that the question is not whether the faculty members have the necessary knowledge and skills to teach in classrooms that use equity-minded assessment and alternative teaching methods. The question becomes how to make best use of what they already know when learners experience difficulty in their classrooms. The theoretical rationale for the development of the equity-minded assessment course training session is outlined. The presentation also provides examples of how faculty may engage in more inclusive practices.

Crafting Program Learning Outcomes: Calibration by Collaboration

Presenters: Brandon Moore, Amy Craig, and Kirsten Hoegh
Location: Mayo
Track: Collaborative Assessment

Writing Program Learning Outcomes (PLOs) can be challenging for both the novice and seasoned alike. In light of this, the session will begin with a foundational description of the purpose and function of PLOs. Building on this groundwork will be a discussion of standard PLO format and learning taxonomies. Then we'll delve into more technical and linguistic nuances of PLO wording. Lastly, we'll consider the fitness of PLOs in respect to its program as well as its programmatic relation within an academic department. The importance of collaborative inputs from meaningful stakeholders throughout the process will be woven through the presentation.

A Framework for Designing Effective Collaborative Networks

Presenters: Matt Grimes, Angie Wetzel, and Jillian McGraw
Location: Lee
Track: Collaborative Assessment

Interested or engaged in developing a collaborative process involving a wide range of stakeholders? In this session, participants will learn about how a statewide assessment collaborative (VEAC) developed and sustains a network of education preparation providers with common, accreditation-centered outcomes. The presenters will lead an activity to explore the various components of developing an effective collaborative network for assessment (e.g., instrument development, data collection, data visualization and reporting, and engagement of stakeholders) and the challenges and opportunities involved. Participants will use the provided framework to brainstorm and develop a visualization of their own development of a sustainable collaborative network.

Q&A with Institutional Accreditation Liaisons

Presenters: Cindy Chiarello (facilitator), Susan Bosworth, Tia A. Minnis, Ryan Murnane, and Matt Smith
Location: Capitol

Based on their experiences working with SACSCOC, a panel of institutional accreditation liaisons (IALs) will answer questions from session participants about the Principles of Accreditation, reaffirmation of accreditation, quality enhancement plans, fifth-year interim reporting, and the myriad of responsibilities that are incumbent upon IALs

10:50 – 11:50 am

Eliminating Silos – Employing Strategic Initiatives to Increase Collaborative Assessment and Engagement Across Campus

Presenter: Tia A. Minnis and Veronica Powell Shuford
Location: Boulevard
Track: Collaborative Assessment

In higher education institutions it is not uncommon for silos (physical and/or information silos) to exist. When this is the case, assessment efforts occur in a vacuum, important information or processes are not shared, and systemic evidence-based improvements are inhibited, making it extremely difficult to achieve overall institutional effectiveness. This session is designed to provide participants with examples of proven policies, practices, and strategies to break down institutional silos; foster increased collaboration between departments; and foster increased assessment to support evidence-based decision-making.

Concrete Strategies for Meaningful Collaboration

Presenters: Scott Barge and Sara Halteman
Location: Shockoe
Track: Collaborative Assessment

This session will use Eastern Mennonite University's inaugural assessment workday as a jumping off point for shared conversation about successful models for collaborative assessment involving various stakeholders.

Assessment Fatigue: Overview, Causes, Solutions, and Tips

Presenter: Justina O. Osa
Location: Mayo
Track: Navigating Landscape

In an attempt to meet expectations, and to engage in continuous improvement, institutions often design and implement new initiatives which are executed simultaneously. Consequently, faculty experience initiative fatigue. Student assessment is no longer seen as simply assigning grades to students. Often, faculty members find complying with new assessment overwhelming. Therefore, faculty experience assessment fatigue. This session will address the concept, causes and solutions for assessment fatigue. Attendees will discuss in small groups causes and practicable strategies to assessment fatigue. Compiled tips to minimize assessment fatigue while engaging in assessment that leads to continuous improvement student learning will be shared.

Tapping into the Common Wealth: Leveraging expertise across institutions to promote collaboration

Presenters: Amy Thelk, Adrienne Sullivan, and Joel Hanel
Location: Lee
Track: Collaborative Assessment

Our session describes the benefits, background, and barriers of the Virginia Education Assessment Collaborative (VEAC). We discuss how our project relates to other partnership-driven work across multiple Institutions of Higher Education (IHEs) and stakeholders.

Digging in Your Data: Thinking about how Surveys/Evaluations can Contribute to Assessment Activities

Presenter: Glenn Phillips, Watermark
Location: Capitol
Track: Sponsor Session

Your institution gathers satisfaction surveys, gets input from graduating students, and runs ad-hoc feedback projects. This rich data, alongside course evaluations, can contribute to a healthy, multi-pronged strategy for academic and administrative assessment. Former Director of Assessment, Glenn Phillips, shows you how.

1:15 – 2:15pm

Collaboration is Key: Exploring what Interpersonal Strategies, Skills, and Dispositions Support Successful Assessment Practice

Presenters: Gina B. Polychronopoulos and Emilie Clucas Leaderman
Location: Boulevard
Track: Collaborative Assessment

In 2021, a national survey was distributed to higher education assessment professionals, asking which skills and dispositions they believed were necessary to be successful. The findings emphasized how important interpersonal skills are to support assessment practice. In this session, the presenters (who were co-authors on the survey study) will discuss how those findings align with several components of the RARE Model framework for assessment practice, highlighting specific strategies that assessment professionals may employ to support collaborative and meaningful assessment. Participants will have the opportunity to reflect on strategies they may employ to strengthen collaborative relationships at their institutions.

Applying Research and Practice in Assessment's (RPA's) New Review Rubric (part 1)

Presenters: Megan Good, Nick Curtis, and Robin Anderson
Location: Shockoe
Track: Collaborative Assessment

Research and Practice in Assessment (RPA) is an online journal that serves the assessment community, focusing on the advancement of scholarly discussion among assessment researchers and practitioners in our evolving discipline. Recently, RPA adopted a rubric to aid reviewers and scholars in the blind peer-review process. In this session, participants will dive into the rubric exploring the meaning of each criteria and practice applying the rubric to hypothetical manuscripts of varying quality. In Part Two of this session, we will explore the rubric criteria in depth and apply the manuscript to a hypothetical manuscript in need of improvement.

Building Context: A Practical and Efficient Approach to Analyzing and Presenting Qualitative Data

Presenter: Daniel Marshall
Location: Mayo
Track: Other

Qualitative data can be valuable for higher education assessment by providing context, meaning, and depth that supports quantitative findings; however, in-depth analysis of qualitative data can be time consuming for the assessment professional. This session will provide practical strategies and techniques that can be used to efficiently analyze qualitative data. In addition, we will discuss ways to incorporate qualitative findings into your assessment reports and presentations to provide context, examples, and supplemental information to support quantitative results and provide insight related to learning and program outcomes.

Building Collaborative Assessment Processes through Peer Review and Visualizations

Presenters: Sheena G. Serslev and Matthew DeSantis

Location: Lee

Track: Collaborative Assessment

This interactive session will be led by members of the Office of Institutional Effectiveness and Planning at George Mason University and will highlight the institution's holistic redesign of annual assessment process. We will outline concrete steps to engage in a more collaborative and transparent assessment process. Findings will include a meta-analysis of two-years of annual assessment data for over 200 academic programs and engage in a discussion about visualizing this data into dashboards.

The SACSCOC Liaison Role and The VRAS Network

Presenters: Cindy Chiarello (facilitator), Ryan Murnane, Tisha M. Paredes, and Katherine Walker

Location: Capitol

Track: Navigating the Changing Assessment Landscape

A panel of three VRAS members will discuss their experiences working with or in the SACSCOC Liaison role at their institutions – a private college (with over 1,500 student enrollment), a public doctoral research university (with over 24,000 student enrollment), and a private university (with over 10,000 student enrollment). The facilitator and panelists will provide information about how the VRAS network has evolved from a one-time event to an annual symposium in its tenth year.

2:30 – 3:30 pm

Harnessing the Power of Collaboration: Building Capacity for Assessment Through Stakeholder Engagement

Presenters: Virginia Wray Totaro, Maria Yaber, and Angie Wetzel

Location: Boulevard

Track: Collaborative Assessment

The launch of any assessment project combines the technical with the personal. Managing the logistics of collection while communicating purpose and procedures with skeptical faculty can be overwhelming. The General Education Assessment Committee (GEAC) at VCU spent two years researching best practices, attending conferences, and designing an assessment strategy specific to our culture. Our approach emphasizes leadership by and engagement of faculty throughout development and implementation to ensure capacity, shared understanding of goals and outcomes, and student success.

Applying Research and Practice in Assessment's (RPA's) New Review Rubric (part 2)

Presenters: Megan Good, Nick Curtis, and Robin Anderson

Location: Shockoe

Track: Collaborative Assessment

Research and Practice in Assessment (RPA) is an online journal that serves the assessment community, focusing on the advancement of scholarly discussion among assessment researchers and practitioners in our evolving discipline. Recently, RPA adopted a rubric to aid reviewers and scholars in the blind peer-review process. In this session, participants will dive into the rubric exploring the meaning of each criteria and practice applying the rubric to hypothetical manuscripts of varying quality. In Part Two of this session, we will explore the rubric criteria in depth and apply the manuscript to a hypothetical manuscript in need of improvement.

Making the Juice Worth the Squeeze: Innovative and Collaborative Strategies for Meaningful Assessment

Presenter: Cidhinnia Torres Campos
Location: Mayo
Track: Collaborative Assessment

Regional, agency, and programmatic accreditors are mandating an assessment process that supports true continuous quality improvement. This presentation will offer illustrations of collaborative approaches to learning outcomes assessment that support direct and indirect outcome measurement, analysis, reporting, and use. Successful collaborations between accreditation and assessment staff, faculty, academic administrators, external stakeholders, and co-curricular staff will be shared. A facilitated discussion will be conducted to support participants in identifying opportunities for applying collaborative assessment processes at their institutions. Participants will leave the presentation with tangible, actionable steps to implementing an effective and collaborative assessment process within their own educational contexts.

A Culture of Equity-Minded Assessment: Assessing an IDEI Program for Preservice Teachers at a Liberal Arts Institution

Presenters: Katrice Hawthorne and Cherrel Miller Dyce
Location: Lee
Track: Equity-Minded Assessment

This presentation centers on an innovative Intercultural Learning Certificate Program (ILCP) which engages interculturality, diversity, equity, and inclusion as a promising preservice teacher practice at a selective liberal arts institution. A detailed overview of the assessment process, including the development of learning outcomes, the alignment of outcomes with standards, and the selection of measures used in the program will be presented. Strategies for developing effective collaborations between program faculty and assessment staff that increase inclusivity and transparency will be discussed. Program impact will be presented using results from two cohorts of students.

General Networking Session

Location: Capitol

Want some time to process what you've learned at the conference and collaborate with like-minded colleagues? Join us for a relaxed open session where you can catch up with old friends and meet new peers in the VAG and VRAS network.

3:45 – 4:45 pm

Leading an Assignment Design Charrette

Presenter: Jodi Fisler
Location: Boulevard
Track: Equity-Minded Assessment and Collaborative Assessment

Assignments form the basis for assessment at multiple levels. The quality of assignments -- what instructors ask students to do -- is therefore a crucial element in the teaching-learning-assessment process. This session will introduce attendees to the "charrette"; a simple yet highly effective process for generating feedback that faculty can use to improve their assignments. Attendees will leave with the knowledge and resources to plan and facilitate an assignment design charrette for faculty on their own campuses.

Strategic Planning in a Time of Tumultuous Change and Uncertainty

Presenter: Lee Rakes and Dallas Clark
Location: Shockoe
Track: Navigating Landscape, Collaborative Assessment

In this session, we will present VMI's initial planning agreement, a document that details how VMI's process for renewing its strategic plan was achieved. Application of Bryson's (2018) Strategic Change Cycle serves as the theoretical framework for this process.

Beyond Checking the Boxes: Collaborative Longitudinal Assessment of Student Writing in General Education

Presenters: Courtney Adams Wooten and Gina B. Polychronopoulos
Location: Mayo
Track: Collaborative Assessment

The presenters, who are a faculty member and an assessment professional, will discuss their collaboration on a longitudinal assessment project for general education written communication at their institution. Presenters will highlight how they partnered with institutional stakeholders, sharing facilitative factors and how they addressed challenges throughout the process, and review assessment findings from lower and upper-level written communication courses. They will reflect on what worked well and consider improvements for the next assessment cycle. Participants will have the opportunity to map out potential stakeholders with whom they could collaborate in the assessment process at their institutions.

Seeds of Doubt and Hopes for Improvement: An Undergraduate's Glimpse into a Better Future of Higher Education

Presenters: Walton Ferguson and Megan Good
Location: Lee
Track: Collaborative Assessment

The purpose of this presentation is to encourage assessment practitioners to engage students and other faculty members in considering the purpose of higher education and the role assessment plays in assuring the quality of their education and training.

Unpacking Assessment Standards for a Successful Reaffirmation of Accreditation

Presenters: Matt Smith, Matthew DeSantis, and Sheena G. Serslev
Location: Capitol
Track: Collaborative Assessment

Preparation for reaffirmation of accreditation provides opportunities to build collaborative networks and improve institutional processes. This session will bridge assessment and accreditation professionals, draw upon collective experiences from 2-year and 4-year institutions, and outline specific practices that yielded positive results including highlights from recent successful reaffirmation visits. Focusing on SACSCOC Standards 7.1, 7.3, 8.1, and 8.2.a-c, participants will engage in a candid dialogue about addressing these complex accreditation standards and working towards a culture of collaborative assessment and accreditation practices.

Friday, November 18: Presentations

9:45 – 10:45 am

Accreditation Q&A with Dr. Belle S. Wheelan

Facilitator: Matt Smith

Location: Boulevard

Participants will engage in a Q&A session with SACSCOC President Dr. Belle Wheelan.

Does Higher Education Teach Students to Think Critically?

Sponsor Session: CAE

Presenter: Doris Zahner, Chief Academic Officer at CAE

Location: Shockoe

Track: Sponsor Session

Essential academic and career skills are higher-order skills that are applicable to every domain. These skills include critical thinking, problem solving, and effective written communication. Essential skills are different from content knowledge because they refer to what individuals can do rather than what they know.

Equity Minded Assessment: Where do We Start? How We can get there?

Presenter: Roger Bryan

Location: Mayo

Track: Equity Minded-Assessment

Equity in higher education has become a buzz word that many institutions through around. This session will be focused on walking out equity minded assessment instead of just talking about it. I will lean on my experiences at my institution and current research.

The Equity Pause: A reflection on integrating an equity-focused curriculum in an assessment training workshop

Presenters: Nicolas Mireles, Megan Good, Elaine Kaye, Mara McFadden, and Nicole Wilson

Location: Lee

Track: Collaborative Assessment and Equity-Minded Assessment

It is necessary to incorporate equity frameworks into assessment practices. Equitable assessment begins with the professional development of assessment practitioners. However, it's unclear how to incorporate these frameworks into assessment training. We incorporated an equity-focused curriculum into a week-long assessment workshop by collaborating with instructional designers. In this presentation, we illustrate the integration of an equity-focused curriculum into assessment training (i.e., the "Equity Pause") provide an overview of the chosen equity-focused curriculum, and reflect on our experience collaborating with considerations and decisions for those wanting to implement similar programming.



Presenter Bios (in alphabetical order)

Robin Anderson is a professor and serves as the Department Head in Graduate Psychology at James Madison University. Prior to her role as Head, she served as Associate Director of the Center for Assessment and Research Studies at JMU and has worked with Blue Ridge Community College and the Virginia Community College System where she coordinated the System's core competency assessments. Dr. Anderson started the *Journal of Research and Practice in Assessment* and currently serves on the editorial board as the Senior Associate Editor.

Dr. Scott Barge serves as the VP for institutional strategy and CIO at EMU, and works with IE office staff to guide institutional effectiveness efforts across the university. He is also EMU's SACSCOC liaison. He has been at EMU for six years, and prior to that has spent 15 years in various small, private university contexts.

Dr. Charletta Barringer-Brown serves as the Faculty Director of General Education at Virginia State University. She is a Full Professor in the Department of Political Science and Public Administration. She began her higher educational teaching experience at Virginia Polytechnic Institute and State University (Virginia Tech), as a doctoral fellow. Dr. Barringer-Brown has held senior level management positions with various state and Federal governmental agencies, which include the Virginia Department of Correctional Education, Virginia Department of Child, Youth, and Family Services, Virginia Department of Health, U.S. Department of Health and Human Services, and the U.S. Department of Justice. These professional experiences among others have helped to frame her areas of research emphasis, which include but are not limited to: American democracy, Administrative Law and Constitutional Law, qualitative and quantitative research methods, health disparities among minority women, food insecurity, instructional technology, and patterns of economic mobility in the U.S.

Susan Bosworth is Associate Provost for Institutional Accreditation & Effectiveness at William & Mary and serves as the university's SACSCOC liaison. At W&M, she directed the assessment program and institutional research, and currently leads SACSCOC accreditation and substantive change processes. Susan has presented at state, regional and national conferences and has served as President of the Virginia Assessment Group, editorial board member for *Research & Practice in Assessment*, and member of SCHEV's task forces on assessment. She has chaired numerous SACSCOC committees and was a recipient of the SACSCOC 2021 Carol A. Luthman Meritorious Service Award. Susan holds a Ph.D. in Sociology from the University of Virginia.

Roger Bryan recently joined William & Mary as Assistant Director for Institutional Effectiveness. He was formerly an Assistant Director for Institutional Effectiveness at Liberty University. He has worked in various positions in higher education for over seven years, with over three years as an assessment practitioner. Roger is originally from Barbados, moving to the U.S. at the age of seven to College Park, Maryland when his mother came to pursue her Ph.D. Roger currently holds a B.S. in Psychology: Human Services and a M.Ed. in Higher Education, specializing in Instructional Design and Technology. As an assessment leader, he has become increasingly committed to learning and applying equity-minded practices in assessment.

Cidhinnia M. Torres Campos, PhD, is Higher Ed Insight's Managing Director. Cidhinnia has worked extensively with a wide variety of public, non-profit, and education organizations on issues related to positive youth development, academic success, and access. She has worked extensively in agency and regional accreditation in higher education, learning outcomes assessment of academic and co-curricular programming, institutional research/effectiveness, strategic planning, and project management. She has presented and provided training internationally on theories and principles of community and educational research and assessment, strategic program

development, and evaluation strategies and implementation, and she has presented and published globally in a variety of academic and applied forums. Cidhinnia has teaching experience in psychology, research methods, statistics, management principles, higher education administration, and project management. She is a Certified Associate in Project Management (CAPM)® from the Project Management Institute. She also completed the Education Policy Fellowship through the Institute for Educational Leadership.

Cindy Chiarello supports departments, committees, and individuals involved with the university planning process, including demonstrating how each unit contributes to the university's mission and telling the story of engagement at James Madison University. For the past ten years, Cindy has served on an accreditation team whose purpose is to keep the university current with SACSCOC accreditation standards and submit all required documents to SACSCOC. Cindy has served in several leadership roles for the Virginia Regional Accreditation Symposium since 2013.

Dallas Clark serves as VMI's Deputy Superintendent for Finance, Administration and Support (FAS), a position he has held since 2017. He is the chief business officer of the Institute and is responsible for financial accounting and reporting, preparation and administration of the budget, the operation and maintenance of the physical plant, planning and direction of capital outlay projects, non-academic personnel administration, procurement, the coordination of intra- and inter-governmental activities, the coordination of legislative activities, the management of all auxiliary enterprises. He holds an MBA from Virginia Commonwealth University. Prior to this role, he served as the Associate Deputy Superintendent for Finance, Administration and Support at VMI, the Institute Planning Officer at VMI, and as a Vice-President of the VMI Alumni Agencies.

Amy Craig has served in the Office of Institutional Effectiveness since early 2021. During this time Amy has supported the University through her role as an Assistant Director of Institutional Assessment, and assisted with the successful submission of Fifth Year Interim Report for SACSCOC accreditation. Amy earned her B.A. in International Business and Economics, with a minor in Studio Art, from the State University of New York (SUNY), College at Brockport. In 2019, Amy and her family moved to Lynchburg, Virginia. Outside of work, Amy enjoys spending time with her husband and daughters, walking around the neighborhood, watching movies, playing board games, crafting, and baking.

Nick Curtis is the director of assessment at Marquette University. In this role, he provides leadership and support to the Marquette community, including academic departments, the Marquette Core Curriculum and co-curricular units, in the assessment of student learning outcomes for the purpose of large-scale student learning improvement efforts. Before joining Marquette, Curtis served as the senior learning outcomes and visibility consultant for the Center for Assessment and Research Studies at James Madison University in Virginia, where he earned his Ph.D. in assessment and measurement. Curtis remains an active teacher in higher education and has presented and published more than 70 professional presentations and publications for state, regional, national and international conferences and journals in assessment, education and psychology. He also serves as the editor-in-chief of the peer-reviewed journal *Research & Practice in Assessment*.

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.

Cherrel Miller Dyce is an Associate Professor and Executive Director of Diversity, Equity, and Inclusion in the School of Education at Elon University. With twenty years of experience in social justice work, she is a fierce social justice advocate, K-20 researcher, mentor, and social theorist. Dr. Dyce believes in uplifting marginalized

communities through education. She emphasizes racial equity, social justice, and critical self-reflection in all research projects. Dr. Dyce is a diversity, equity, and inclusion consultant who provides professional development in the areas of racial equity for public and charter schools, higher education institutions, and private organizations. She has published many journal articles and two books. Her recent co-authored book is *Black Males Matter: A Blueprint for Creating School and Classroom Environments to Support Their Academic and Social Development*.

Walton Ferguson is an undergraduate student at Auburn University studying Psychology with a minor in Statistics. His current work focuses on quantitative methods in clinical psychology as well as the development of university curriculum for honors students at Auburn.

Jodi Fisler is the senior associate for assessment policy & analysis at the State Council of Higher Education for Virginia (SCHEV). In that role, she has organized and led or co-led multiple assignment design charrettes both in person and online. She has also served as a co-leader of the Virginia Transparency in Learning & Teaching (TILT) Initiative. Before starting at SCHEV in 2016, Jodi worked as the director of student affairs planning and assessment at William & Mary. She earned her M.Ed. and Ph.D. degrees from the William & Mary School of Education.

Megan Good is the interim Executive Director of the Center for Assessment and Research Studies (CARS) and an Assistant Professor of Graduate Psychology at James Madison University. She is a graduate of JMU's Assessment & Measurement doctoral program and prior to returning to JMU, she was Auburn University's inaugural Director of Academic Assessment; under her leadership the institution earned the NILOA Excellence in Assessment Designation. Her research focuses on learning improvement and assessment/employability connections (i.e., how is learning connected to post-graduate success?).

Matt Grimes is the Director of Assessment for the College of Education and Human Development at Radford University. He also teaches undergraduate and graduate level courses in Educational Research and Foundations.

Mrs. Sara Halteman holds the role of Institutional Effectiveness and Accreditation Manager at EMU. She leads the university's assessment process and supports the accreditation work of academic programs on campus who are externally accredited.

Joel Hanel (he/him) is the Director of Assessment, Accountability, and Accreditation in the School of Education and Human Development at the University of Virginia. Along with his copresenters is a founding steering committee member of the Virginia Education Assessment Collaborative (VEAC).

Katrice A. Hawthorne is Director of Accreditation and Assistant Professor in the Watts Williams School of Education at Elon University. Dr. Hawthorne has over 10 years' experience in higher education assessment and teaches graduate-level courses in classroom assessment practices. Dr. Hawthorne's research focuses on assessing teacher education programs and the calibration of students' judgments through self-assessment.

Prior to her position as Assistant Director of Institutional Assessment, **Kirsten Hoegh** served in various roles in the University's School of Education, most recently as the Director of Doctoral Programs Support. Kirsten has worked in higher education for over 15 years and has enjoyed serving in various support roles during that time. Originally from Staten Island, New York, Kirsten came to Liberty University as an undergraduate student in 2003. Kirsten holds a B.A. and an M.A. in English, and a Ph.D. in Higher Education Administration. When she is not working, Kirsten enjoys spending time with her husband and their two children.

Elaine Kaye is an Instructional Designer in JMU Libraries. Her experience and interests include a focus on the intersection of instructional design work with critical digital pedagogy and social justice. Elaine's work includes collaborating with faculty and other campus partners on creative projects through consultation and programming. Her work and experiences are grounded in a commitment to creating more equitable and diverse learning spaces. Elaine is a parent, partner, and pet owner who also enjoys reading, art, and being outdoors with her family!

Emilie Clucas Leaderman, Ed.D. is the Assistant Dean of Liberal and Professional Studies at Springfield Technical Community College. Emilie also teaches psychology part-time for Woods College of Advancing Studies at Boston College. She is a higher education scholar-practitioner specializing in assessment leadership, centering student voices in institutional data, faculty development, and strategic planning. She has experience leading institutional assessment, providing leadership in student affairs, and promoting equitable and inclusive learning environments through teaching and consulting for colleges and universities. Emilie's published writing and current scholarship includes a collaborative and relationship-based model of assessment practice, professional identity and perceived importance of skills/dispositions in assessment, adult learner identity and lifelong learning narratives, and learner-centered teaching. She earned her EdD in Educational Leadership in Higher Education from Endicott College, and both her Master of Arts in Rehabilitation Counseling and Bachelor of Arts in Social and Rehabilitation Services from Assumption University.

Brian C. Leventhal is the director of the Assessment and Measurement PhD program at James Madison University. For the past five years, he has served as the general education assessment lead in the Center for Assessment and Research Studies, where he has worked on assessing information literacy, oral communication, writing, and critical thinking.

Daniel Marshall is the Assistant Director of Assessment at Virginia Military Institute where he supports the Institute's academic and non-academic programs with their assessment and evaluation activities. He also assists the Director of Institute Assessment and Evaluation with maintaining information and data for accreditation by The State Council of Higher Education for Virginia (SCHEV) and The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Prior to VMI, Daniel earned his doctorate in Higher Education from Florida State University where he also worked as the Graduate Assistant for Research and Assessment in the Office of the Vice President for Student Affairs. He provided support and assistance to the departments in Student Affairs with their assessment practices and processes. He also has worked as a Campus Recreation professional at the University of North Carolina at Chapel Hill and Tallahassee Community College.

Mara McFadden is a second-year Master's student in JMU's psychological sciences program, with a concentration in quantitative psychology. She worked as a graduate assistant for the Center for Assessment and Research Studies (CARS) from July 2021 to August 2022 and is now a teaching assistant for a computer-assisted data management graduate course. Mara's work for CARS was primarily with the professional development team where she had the opportunity to lead new graduate assistant orientation, assist in the implementation of an equity-minded framework into CARS workshops, and grow her experience and knowledge in assessment skills.

Jillian McGraw is the Director of Teacher Education at UVA's School of Education and Human Development. McGraw oversees all aspects of the teacher education program, including strategic plans for admission, student success, assessment, and accreditation.

Dr. Tia A. Minnis is a forward-thinking, innovative, data-driven, and results-oriented Academic and Student Affairs leader. She has worked in higher education for over 15 years and has extensive experience in academic quality assurance and continuous improvement, strategic and operational planning, assessment, and regional and specialized accreditation. In her current role as Vice Provost for Academic Success, Planning and Institutional Effectiveness at Virginia State University, Dr. Minnis oversees the University's Planning, Assessment, and Institutional Research units, the general education programs, institutional accreditation, curriculum development initiatives, faculty development, and the Office of the Registrar. Dr. Minnis works closely with the Provost and Executive Vice President in providing leadership and support for the University's academic units. She also works directly with the non-academic units to provide support and guidance for the execution of the University's strategic priorities and the on-going and integrated continuous improvements efforts at both the macro and micro levels of the institution.

Nicolas Mireles, M.S. is a doctoral student at James Madison University in the Assessment and Measurement program. His graduate assistantship is in the Center of Assessment and Research Studies, where he was a part of developing and facilitating a week-long professional development assessment workshop.

Brandon Moore entered into the field of higher education with an academic background in counseling, and currently serves as the Director of Institutional Assessment. His experience in teaching and course development has also provided a helpful academic context in his assessment and accreditation role. In support of his professional path, he has completed an Ed.S. in Education Leadership and a Ph.D. in Education: Curriculum & Instruction. Whether working with his fellow colleagues, volunteering, or presenting at various conferences, Brandon greatly enjoys learning from others, sharing insights he has gleaned, and helping others as the opportunities arise.

Dr. Ryan Murnane currently serves as the Assistant Vice President for Academic Policy and Compliance and SACSCOC liaison at Regent University. He organized and wrote Regent's Fifth Year Report in 2015 and has hosted three SACSCOC visits during his tenure. He has experience as a SACSCOC evaluator in the area of assessment and mission-alignment. Most recently, he served as the primary manager of Regent University's Reaffirmation Process, which was submitted in September 2018 and co-planner for the Site Visit which occurred in February 2019. Ryan holds a Ph.D. in Higher Education Administration from Regent University.

Dr. 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

Dr. 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 accreditation committees. Her book, *Using Focus Groups to Listen, Learn, and Lead in Higher Education*, was published in summer 2018. In June 2021, Tisha stepped away from ODU to focus on consulting with other institutions.

Chris Patterson is a PhD candidate in Assessment & Measurement at James Madison University. Their background is in higher education assessment, where they have consulted with institutions across the nation for approximately 4 years. They currently work on JMU's reaccreditation team, where they are the lead data analyst for JMU's quality enhancement plan (QEP). Their research addresses assessment and measurement methodology through the lens of critical theory.

Gina B. Polychronopoulos, Ph.D. is the Associate Director for Curricular Assessment at George Mason University in Fairfax, VA. Gina currently serves on the Board of Directors for AALHE, Secretary of the Board for Virginia Assessment Group, and Associate Editor for Research & Practice in Assessment journal. Her professional background includes higher education assessment, grant program evaluation, clinical mental health research, and educational research. Gina earned a Ph.D. in Counselor Education and Supervision from Old Dominion University,

where she also earned an M.S.Ed in Counseling and an M.S. in Psychology. Her recent scholarship focuses on professional identity, competencies, and strengths-based, collaborative practice in assessment.

Lee Rakes is the Director of Institute Assessment and Evaluation and the SACSCOC liaison at the Virginia Military Institute. He oversees the Office of Assessment and Institutional Research, which is tasked with reporting to state and federal agencies, maintaining a comprehensive survey research program, and overseeing faculty course evaluations. He holds a PhD from Virginia Tech.

Dr. Sheena G. Serslev engages in institutional assessment with an educational development approach. Her research interests blend program assessment with creativity and learning. Prior to joining George Mason University, she was the Associate Director of Engaged Teaching at the UC San Diego Teaching + Learning Commons and has worked as an educator, researcher, and arts administrator. Sheena studied Visual Arts and Communications at UC San Diego and earned her Master's in Arts Management from the Heinz College of Public Policy at Carnegie Mellon University. She completed her Doctorate in Educational Leadership from UC San Diego.

Dr. Veronica Powell Shuford is an accomplished and results-oriented educational leader with a proven record in accreditation, assessment, academic affairs, and educational research. She has more than 20 years of increasingly responsible experience in higher education, including academic program management, academic program assessment, computer-based test development and administration, curriculum development, faculty development, instructional design, program evaluation, survey research, and teaching. Dr. Shuford has demonstrated experience interpreting and applying accreditation standards and policies to academic programs (e.g., SACSCOC, SCHEV, ACPE, AACN). She is adept at managing complex projects simultaneously with exceptional quality and collaborating with key stakeholders to achieve strategic initiatives. She has presented more than 40 posters and presentations, co-authored nine publications, and developed 12 e-learning modules. Dr. Shuford currently serves as the Executive Director of Institutional Effectiveness at Virginia State University and has worked at Virginia Commonwealth University and the University of Richmond.

At George Mason University, **Dr. Matt Smith** serves as the Director of Accreditation and SACSCOC Institutional Accreditation Liaison, where he is currently leading the university's reaffirmation of accreditation and its state authorization compliance efforts. Dr. Smith has 20 years of experience in a variety of roles in higher education, including former positions as a tenured associate professor of mathematics at Richard Bland College and faculty representative to the Board of Visitors of William & Mary. Dr. Smith earned his Ph.D. (Biomedical Engineering) and M.S. (Mathematics) degrees from Virginia Commonwealth University after graduating Phi Beta Kappa with two B.S. degrees (Mathematics, Mathematics Education) from North Carolina State University. He has authored more than 25 manuscripts, 30 presentation abstracts, 50 technical reports, and two book chapters. In six years as an institutional accreditation liaison, he has led two institutions to successful reaffirmations of accreditation with SACSCOC.

Dr. Monica Stitt-Bergh is an educational psychologist in the Assessment and Curriculum Support Center at the University of Hawai'i at Mānoa. She provides technical support and offers workshops on program- and institution-level learning outcomes assessment, program evaluation, and curriculum development. Her goals are to increase the use of assessment findings and improve student learning. Her classroom experience includes teaching first-year writing and social science research methods courses. Dr. Stitt-Bergh has published and given conference presentations on learning outcomes assessment, equity in assessment, data visualization, self-assessment, and writing-across-the-curriculum. Her most recent work includes a book chapter (co-authored), "Centering 'āina in assessment: Striving for equity and social justice," in *Reframing assessment to center equity: Theories, models, and practice* and a co-authored article, "Fields, professions, and disciplines: Exploring professional identity in assessment" in *RPA*.

Adrienne Sullivan (she/her) is the Director of Accreditation in the College of Education and Human Development at George Mason University.

Amy Thelk (she/her) is the Associate Dean of Internal Supports and Accountability in the College of Education at James Madison University and is serving as the 2022-23 VEAC chair.

Virginia Wray Totaro is an associate professor, assessment coordinator for University College, and co-chair of the General Education Assessment Committee. She has taught Focused Inquiry - the first-year, academic seminar that serves as the foundation of VCU's General Education Program - since 2007.

Linda Townsend is Director of Assessment for Assessment and Institutional Research (AIR) at Longwood University. Since coming to Longwood, she has served as Instructional Technology Design Specialist for Longwood's K-12 outreach program, Institute for Teaching through Technology and Innovative Practices (ITTIP); trained and provided support to Longwood faculty in online teaching; and was formerly AIR Assessment Coordinator. Linda serves on the Virginia Assessment Group Board, the State Council of Higher Education for Virginia Assessment Policy Implementation Advisory Group, and is a member of the Learning Improvement Community. In past years, she served as a NILOA Excellence in Designation award reviewer.

Pam Tracy is the Director of the Center for Faculty Enrichment and Professor of Communication Studies at Longwood University. She is the Chair of the new Virginia Educational Development Collaborative. In reference to her work with assessment, Pam is as a member of Longwood's SACSCOC reaffirmation leadership team, is leading the process of choosing and developing the next QEP, chaired the university's Oral Communication Competency Assessment team, and has served on several campus assessment teams. She has presented at AAHLE, the Annual SACSCOC meeting, the Virginia Regional Accreditation Symposium, the Virginia Assessment Group Annual Conference, and the Conference on Higher Education Pedagogy at Virginia Tech.

Kathy Walker is the Director of Institutional Effectiveness and Research at Randolph-Macon College, currently co-chairs the Randolph-Macon College SACSCOC 5th-year review committee, has authored multiple sub change proposals, and has a hand in all things SACSCOC-related on campus.

Angie Wetzel serves as Director of Data Analytics and faculty in Foundations of Education at VCU School of Education. Wetzel provides leadership for a complex and diverse set of activities designed to provide actionable data analytics to support decision making related to strategic planning, program quality and productivity, and student learning.

Dr. Belle S. Wheelan Dr. Wheelan currently serves as President of the Southern Association of Colleges and Schools Commission on Colleges and is the first African American and the first woman to serve in this capacity. Her career spans over 40 years and includes the roles of faculty member, chief student services officer, campus provost, college president and Secretary of Education. In several of those roles she was the first African American and/or woman to serve in those capacities. Dr. Wheelan received her Bachelor's degree from Trinity University in Texas (1972) with a double major in Psychology and Sociology; her Master's from Louisiana State University (1974) in Developmental Educational Psychology; and her Doctorate from the University of Texas at Austin (1984) in Educational Administration with a special concentration in community college leadership. Dr. Wheelan attributes her success to hard work, endurance, tenacity, and being in the right place at the right time. She recognizes that prayer and support from family and friends make anything possible. Dr. Wheelan is the mother of an adult son named Reginald.

Nicole Wilson is an Instructional Designer in JMU Libraries. She has extensive experience in instructional design with a passion for and focus in critical digital pedagogy, social justice, and open pedagogy. Nicole collaborates with faculty partners on curriculum, assignment, and project design with a focus on inclusive teaching practices.

Courtney Adams Wooten is Associate Chair: Writing Program Administration and Assistant Professor of Writing and Rhetoric at George Mason University. Her research revolves around writing program administration and feminist rhetorics. She co-edited the collections WPAs in Transition and The Things We Carry: Strategies for Recognizing and Negotiating Emotional Labor in Writing Program Administration, and her previous work has been published in College English, WPA: Writing Program Administration, Academic Labor: Research and Artistry,

Composition Studies, Peitho, and Harlot as well as several edited collections. She served on a general education assessment committee at her previous institution, and she is a member of the general education committee at GMU.

Dr. Yaber is an associate in the Department of Biology at VCU. Yaber has served as a co-chair in the General Education Assessment Program since 2019. Her leadership has helped in the research and application of best practices for the assessment of the general education program goals and student learning.

