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annual  
assessment  
showcase since  
2011*

***Longwood Best Practice:***

***Assessing Student Learning in Diverse Environments***

**Virtual Conference Site Opening:**

**February 2, 2015**

**<http://blogs.longwood.edu/assessconference2015/>**

**Online discussion with presenters**

**using "Comments" -**

**February 2-6, 2015**

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Welcome

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## Sessions at a Glance

<u>Open Monday, February 2, 2015</u> <b>Virtual Conference Site: @ <a href="http://blogs.longwood.edu/assessconference2015/">http://blogs.longwood.edu/assessconference2015/</a></b> <b>Online Collaborative Discussions (blog comments): February 2-6, 2015</b>	
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Assessment of Student Learning, Self-Efficacy and Behavior Modification through Revised PHED 101 Course Content and Delivery	Tena Ewing and Alicia Peterson
Assessment of the Effectiveness of the Graduate Student Statistics Mentorship Program	JoEllen Pederson
Comparison of Student Learning in a 4-Week Online and 15-Week Face-to-Face Writing Intensive General Education Course	Pam Tracy
Comparison of the Effectiveness of Written and Audio Posts in Online Discussion Board Assignments	Karla Collins
Correlation Between Where One Lives and Their Academic Success at Longwood University	Josh Blakely and Jen Cox
Ethics Education in Graduate Communication Sciences and Disorders: Student Knowledge and Attitudes	Lissa Power-defur
Graduate Student Perceptions of Knowledge, Skills, and Attitudes for Teaching English Language Learners Before and After Taking the Literacy Development and Cultural Awareness Course	Gretchen Braun
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Reflective Journaling During Foreign Language Study Abroad: Target Language vs. Native Language	A. Renee Gutiérrez

## Virtual Conference Sessions

### ***Assessing Student Progress at Key Transition Points in the Teacher Preparation Program***

**Alissa Baldwin**

Abstract— The Office of Professional Services (OPS) works with all Longwood students who are enrolled in an academic course of study that leads to initial licensure upon successful program completion. These students are designated as teacher candidates and must meet several benchmarks in order to proceed with field/clinical experience placements and admission to the Teacher Preparation Program. Given the volume of teacher candidates (1,200+) compared to the OPS personnel responsible for admission and placements (2), no attention has been previously given to assessing student progress at the key transition points in the program, namely, Teacher Prep testing and Placement Required Documents. Focusing on student progress can identify teacher candidates who may need early interventions, additional academic support, more advising or life-skills coaching regarding deadlines, etc. There are also more broad implications for student retention and timely graduation that prompts a closer look at these two key transition points. This presentation discusses how we attempted to do just that for our main campus and satellite campus students using Canvas and MyLongwood.

Bios— Alissa Baldwin is Education Coordinator and Assistant Director for the Office of Professional Services in the College of Education & Human Services at Longwood University. She is a licensed history/social science teacher and PK-12 school administrator with classroom teaching experience at the secondary level. Ms. Baldwin joined the OPS team in 2009 where she coordinates the internal processes pertaining to Teacher Preparation Program admission, Practicum placements and Student Teaching placements. Ms. Baldwin supports the Longwood Lancer family with service on campus committees for program improvement, employment searches and hiring decisions, regularly speaking with LSEM classes, contributing to campus community campaigns, and mentoring the OPS S.T.A.R.S. among other roles. Ms. Baldwin also teaches Introduction to the Teaching Profession and Human Growth and Development as a member of the adjunct faculty for the Department of Education & Special Education.

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### ***Assessment of Student Learning, Self-Efficacy and Behavior Modification through Revised PHED 101 Course Content and Delivery***

**Tena Ewing and Alicia Peterson**

Abstract— Presented are the preliminary findings from a survey of fall 2014 students assessing student knowledge, self-efficacy and behavior modification in PHED 101. PHED 101 had never gone through a formal assessment process, even though some form of the course had been required as a General Education Goal since the early 1990's. Longwood's recent accreditation process prompted the initiation of a formal assessment beginning in 2010. As a result of the assessment process, improvements to PHED 101 course content and delivery have been implemented. Beginning in the 2014 Fall Semester, students were given a Pre Semester, Mid Semester, and Post Semester Survey evaluating knowledge base, self-efficacy, beliefs and behaviors. Over 400 students completed each survey. The survey was administered utilizing the survey function tool through Canvas, Longwood's Learning Management System platform. The intended measurement was the percent change in knowledge base through quiz type of questions such as multiple choice and multiple answer; and Likert scale questions addressed motivation, self-confidence and behavior change. Survey results were reported as a percentage of students answering knowledge based questions correctly or percentage of students selecting a certain response from each Likert scale question. In addition, student responses of traditional face-to-face were compared to student responses of hybrid courses. Results demonstrated students achieved greater increases in knowledge based questions when students encountered multiple learning experiences and students had no change or negative change in correct responses when learning experiences were limited. Based on the findings from this analysis, the spring 2015 course content includes lecture material, assessment, and interactive lab for concepts related to Goal 11 outcomes. Assessment is continuing and new data are being collected for 2015 Spring Semester.

Bios—Tena Ewing received her Bachelor's degree in Health and Physical Education with a concentration in Health and Exercise Science from Longwood University, and an M.Ed. in Health and Physical Education with a concentration in Clinical Exercise Physiology from University of Louisiana Monroe. Her experience includes 20+ years experience in Health and Fitness Management, Community Health and Wellness, and Cardiorespiratory Medicine. Tena returned to Longwood in 2009 as a full time lecturer for PHED 101.

Alicia Peterson received her Bachelor's degree in Physical Education with a concentration in Exercise Science from Longwood University and her M.Ed. in Exercise Physiology from the University of Virginia. Her experience includes time with ICU and outpatient settings in Cardiopulmonary Rehabilitation. She also spent time with patients of University of Virginia's Heart and Vascular Center educating them on nutrition and exercise. In her early career, Alicia worked as a personal trainer working with clients of all ages and goals. In the fall of 2010 she came back to her alma mater as a full time lecturer in PHED 101.

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***Assessment of the Effectiveness of the Graduate Student Statistics Mentorship Program***

**JoEllen Pederson**

Abstract— This evaluation examines several outcomes from the first semester of a pilot statistic tutoring/mentoring program using mixed methods analysis. The statistics mentoring program at Longwood was created with the intent of helping undergraduate students better understand statistics while also giving graduate students experience tutoring and mentoring undergraduate students. Data comes from student surveys and qualitative interviews conducted during the Spring of 2014. This was a pilot program, therefore, data is limited to one semester. Initial findings, however, show that undergraduate students ranked the time they spent with graduate mentors as very useful, 100 percent of undergraduates who filled out a survey stated that they would use statistics mentors again. Interviews with graduate students showed that they increased their own statistical abilities and gained valuable experience working with others.

Bio — Dr. JoEllen Pederson is an assistant professor of Sociology at Longwood University. Her research interest include cross-national welfare state comparison, social policy analysis, and aging and the life course. She received her PhD from Florida State University in 2013.

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***Comparison of Student Learning in a 4-Week Online and 15-Week Face-to-Face Writing Intensive General Education Course***

**Pam Tracy**

Abstract—In order to meet student needs, the Department of Communication Studies offers several courses in both face to face (over 15 weeks) and asynchronous online (over 4 weeks) learning environments. In doing so, faculty want to be sure that students in these courses are achieving the desired student learning outcomes (SLOs) regardless of mode and length of delivery. It is also desired to design courses that are feasible for both the instructor and the student— courses that enable higher order thinking skills in a healthy learning environment.

Communication Ethics (COMM 400) meets Goal 12 General Education requirement and is designated as a Writing Intensive course in the discipline. The student learning emphasis in this course is ethical reasoning and critical

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thinking. Ethical reasoning is measured by the final case study exam, and critical thinking is measured by the “course-long” intensive case analysis project. Modified versions of the AACU VALUE rubrics are used to assess these SLOs in COMM 400. The challenge with a 4-week course is that students do not have the same time-on-task necessary to complete an extensive writing assignment.

This presentation focuses on how course assignments and activities were revised to maintain academic rigor, to provide students with meaningful learning opportunities in a time-intensive learning context, and to ensure that students had several chances for much needed ethical reasoning practice. A comparison of the SLOs for the face to face class with the online class demonstrated that we met our pre-determined target; more than 70% of the students earned a passing score on each ethical reasoning and critical thinking learning outcome. This current project takes place within a broader context of curriculum mapping in the Department of Communication Studies. The department is in the process of re-defining program-level student learning outcomes and developing curriculum in targeted courses to introduce and/or reinforce these desired outcomes.

Bio—Dr. Pamela Tracy is the Director of the Center for Faculty Enrichment and an Associate Professor of Communication Studies at Longwood University. She earned her MA in Mass Communication from Bowling Green State University and her Ph.D. in Communication from The Ohio State University.

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***Comparison of the Effectiveness of Written and Audio Posts in Online Discussion Board Assignments***

**Karla Collins**

Abstract— This study examines a set of collaborative assignments completed in an online course. The reference questions required the students to create and respond to a scenario that might occur in a school library related to the use of reference materials. Two groups of students were studied, each submitting their set of reference questions through an online discussion. One group submitted the assignments in written format and the other group submitted in audio format.

Student scores on the assignments were analyzed, as were responses to survey questions after specific assignments and at the end. There was no statistically significant difference between the scores of the two groups of students. The written group rated their comfort level in the first reference question higher than the audio group, but this was the only difference in survey responses. This study showed no evidence that either written or audio responses were more effective for this online collaborative assignment.

Bio— Karla B. Collins, PhD, is an assistant professor in the School Librarianship Program. She began teaching at Longwood in 2012 after more than 20 years in K-12 schools. Karla teaches both online and hybrid courses for the School Librarianship Program.

***Correlation Between Where One Lives and  
Their Academic Success at Longwood  
University***

**Josh Blakely and Jen Cox**

Abstract— The office of Residential and Commuter Life looked at persistence data from students entering Longwood University. After analyzing data from three distinct cohorts (entering Fall 2007, Fall 2008, and Fall 2009) results indicated that students living in Longwood-managed housing throughout their academic career had a very high persistence rate. Results also indicated that more research must be done to determine programmatic ways to assist commuter students. Furthermore, the third subcategory “resimuter” showed a need to further refine how the institution tracks and categorizes changes in residential status.

Bios—Josh Blakely works as the Director of Residence doing the challenging work of making a difference to students every day. He is deeply committed to helping college students, and the professionals that support them, reach their full potential. He is constantly challenging the people around him to be better brothers, sisters, paraprofessionals, and friends. His dry sense of humor and willingness to laugh at himself help to engage others in the serious topics he presents. Josh has a passion for residence life, college student development, Title IX issues, and the transformative power of the Greek experience.

Jen Cox currently serves as the Director of Commuter Life. She received her Bachelor’s degree from Christopher Newport University and her Master’s degree from Villanova University. Jen has been working with commuter students at Longwood since her arrival in 2007. Throughout her tenure at Longwood Jen has focused on making meaningful connections with students through individual and small group conversations.

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***Ethics Education in Graduate Communication  
Sciences and Disorders: Student Knowledge  
and Attitudes***

**Lissa Power-deFur**

Abstract— Ethics education is a fundamental component of any graduate program in Communication Sciences and Disorders (speech-language pathology). Longwood’s program includes a 2-hour class on ethics and professional issues based on the principles of constructivist teaching; in which students actively seek out new knowledge through discussions, written reflections, class debates, and simulations. Students’ knowledge and attitudes was studied in pre- and post-tests for nine classes, 8 face-to-face and one on-line. Changes were most noted in knowledge of the Code of Ethics of the profession and decision-making processes. Results suggest that students’ attitudes about ethics and morality are formed prior to entering graduate education.

Bio— Dr. Power-deFur is a Professor of Communication Sciences and Disorders at Longwood, where she was instrumental in creation of the graduate program. She designed the Ethics and Professional Issues course and has taught it since the program was created in 2006. She served as a member of the American Speech-Language-Hearing Association’s (ASHA) Board of Ethics from 2004 – 2006. She currently serves as the Vice President of Standards and Ethics in Speech-Language Pathology for ASHA. She was the recipient of Longwood’s Maria Bristow Starke Award for Faculty Excellence in 2012.

***Graduate Student Perceptions of Knowledge, Skills, and Attitudes for Teaching English Language Learners Before and After Taking the Literacy Development and Cultural Awareness Course***

**Gretchen Braun**

Abstract—Between the 2000-2001 school year and the 2010-2011 school year, the number of English language learners in Virginia public schools increased 139% from 36,802 to 88,033 students (U.S. Department of Education, NCES 2012). Since 1992 the number of ELL students in Virginia has more than tripled. English language learners attend schools in all eight regions of the state, speak over 118 different languages, and represent over 72 countries (Virginia Department of Education, 2006).

Despite the almost certain probability that Longwood University graduates with teaching credentials will have ELL students in their classrooms, the undergraduate liberal studies program does not have a requirement that students receive any preparation to teach students learning English as a second language. No Longwood undergraduate course designed to teach effective methods of ELL instruction currently exists. As a result, recent graduates feel, and often are, unprepared and ill-equipped to meet the needs of ELL students.

This study examined if students enrolled in a graduate course in literacy development and cultural awareness perceived they were more prepared to teach English Language Learner (ELL) students after they learned about effective methods of ELL instruction, second language acquisition, and the impact culture has in learning languages. Students took a pre-course survey and a post-course survey consisting of 40 questions. The surveys were compared to determine if a change in students' perceptions of their preparedness occurred. The results of the study show that graduate students perceived they were more prepared to teach ELL students after the course than they were before they had ELL coursework and experience.

Bio— Gretchen Braun is a Professor of Education in the Department of Education and Special Education, College of Education and Human Services at Longwood University. She is the coordinator of the Reading, Literacy, and Learning, a graduate program that prepares teachers to be reading specialists and literacy coaches, PreK-12. Dr. Braun has a B.A. from the University of Michigan, an M.S. from Longwood College, and a Ph.D. from Virginia Commonwealth University. Her interests are English language learners and secondary literacy.

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***A Quantitative Analysis of Online vs. Face-to-Face Instruction***

**Scott Wentland**

Abstract— This study examines two critical questions: How do students perform in online courses relative to face-to-face courses? What factors might lead to students choosing an online course? Over a period of four semesters, students had the option of taking either an online section or a face-to-face section of ECON 319 - International Economics. The two courses were nearly identical. The students even took the same set of exams (in the same room and at the same time). The key difference was that students in the online course were able to view the lectures in a recorded, digital format. This study compares students' performance on those exams, holding constant a variety of demographic and other factors that tend to predict performance on exams. Regression results indicate that online students did not perform significantly different than their face-to-face counterparts, and certain groups of students were more likely to take online courses.

Bio— Scott Wentland is an Assistant Professor of Economics at Longwood University. He earned his PhD at George Mason University and conducts research in a variety of fields, including real estate, law & economics, and public economics. He began teaching at Longwood in 2009 and regularly teaches International Economics and Principles of Macroeconomics, along with Managerial Economics for MBAs. Scott currently lives in Chapel Hill, NC with his wife (Kelly), daughter (Holly), and two dogs.



***Reflective Journaling During Foreign  
Language Study Abroad: Target Lan-  
guage vs. Native Language***

**A. Renee Gutiérrez**

Abstract— At Longwood University, Modern Language professors assess our study abroad program with a two-tiered project. Students begin by keeping journals while overseas, and then during their Senior Seminar, they use the journal materials as the basis for a reflective paper or project. Our assessment evaluates the final project. In designing the journal prompts, however, Dr. Gutiérrez encountered a fascinating collision of teaching and learning best practices in the foreign languages. Questions derived from faculty discussion included: 1) should students be writing their journal entries in the target language (the foreign language) or in their native language (often English) and 2) are there differences in the quality of journal reflection in their native or foreign language. She designed a qualitative research study using a form of grounded theory to evaluate these two approaches. While the data are too preliminary to offer firm conclusions, Dr. Gutiérrez evaluates what has been learned so far and how it might shape the on-going study. From this initial research, one emergent theme (lack of vocabulary) is intriguing because it occurs only when the students are writing in Spanish about a successful conversation. Three new considerations for coding and analyzing data are: how to handle ambiguous text due to language errors, losing nuance due to a lack of vocabulary in the foreign language, and the effect of a slower writing speed and shorter texts in the foreign language journals.

Bio— Dr. Renee Gutiérrez earned her PhD in Spanish Literature at the University of Virginia. Her literary research and publications have focused at various times on the Spanish Golden Age and the Enlightenment period, but rarely stray from the topic of epic poetry. Her newest field of study began with a curiosity about what impact study abroad might have on pre-service teachers. She has since been drawn into the world of qualitative research to consider what happens to students' learning and self-perception when they are immersed abroad,

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