



CHRISTOPHER  
NEWPORT  
COLLEGE

Date February 27  
Number 8 of 1987

# **THE CHRONICLE**

Published by the Office of the Vice President for Academic Affairs

---

## **Monday**

March 2

---

---

## **Tuesday**

March 3

---

---

## **Wednesday**

March 4

---

---

## **Thursday**

March 5 Faculty Administrative Luncheon - Noon - Banquet Room

---

---

## **Friday**

Lunchchats - Robert Doane, "Nuclear Arms Control: Problems & Prospects" - 12:15-1:15 PM - Banquet Room

March 6

---

---

## **Saturday**

8:15 PM - Artists in  
Concert - Maureen For-  
rester, Contralto - CC  
Theatre

March 7

---

## **Sunday**

March 8

---

# Official Announcements

## Deadline for Financial Commitments

The business functions of the College will commence conversion to "cash" management versus budget management beginning March 1, 1987.

Discretionary purchases and other financial commitments made after March 15, 1987, will be screened and evaluated on the basis of known firm commitments on our fund "cash" balances, as available on a weekly basis, without regard to budget balances within individual subsidiary ledger accounts. Commitments made after March 15, 1987, may require deferral or allocation to the next fiscal year.

Account managers are urged to cooperate with the effort to successfully bring our fiscal year to a close.

-- Vice President for Financial Affairs

\* \* \* \* \*

## March Faculty Meeting

The Instructional Faculty will meet at 3:00 P.M., Friday, March 13, 1987, in A-105. Committee chairmen and individual faculty members who wish to have items of business considered at this meeting must submit the substance of such items to this office for inclusion on the agenda no later than noon, Wednesday, March 4, 1987. It would be helpful to all concerned if all committee reports to be presented at this meeting were submitted for publication by this deadline as well.

The agenda will be published in the Chronicle of March 6, 1987.

-- Vice President for Academic Affairs

\* \* \* \* \*

---

## News and General Information

### Grant Received by Department of Physics

The Physics Department has received a grant from the Center for Innovative Technology of \$22,000 for a Center for Technological Development. The new Center at CNC will explore ways in which colleges which concentrate on undergraduate education and research can contribute to the technological development of the Commonwealth. The grant runs for one year.

-- George Webb, Chairman, Department of Physics

\* \* \* \* \*

### NewsBank Index on CD-ROM

For a limited time only, Smith Library has NewsBank Index on CD-ROM in the reference room. NewsBank Electronic Index provides citations to articles appearing in newspapers from over 450 cities. The CD-ROM version presents the same information that appears in the printed version, but in a more convenient format. Articles themselves are available on microfiche and are located next to the index. Please stop by and take advantage of this opportunity to see one of the latest advances in library technology.

-- Wendell Barbour, Library Director  
Mary Daniel, Reference Services Librarian

\* \* \* \* \*

### Tax Forms Available in Library

For your convenience, Smith Library has 1986 federal tax forms. Forms 1040 and 1040EZ are available on the display stand in the reference room. Any other forms needed may be copied from the Reproducible Federal Tax Forms for Use in Libraries, which is kept at the Reference Desk.

-- Mary Daniel, Reference Services Librarian



The task before us will not be easy, and I request your support of the TPC. Over the past few years, the enrollment in our teacher education programs has nearly doubled, and we have maintained a fine reputation in educating effective classroom teachers. Our challenge now is to restructure our programs in a way that maintains and expands this reputation.

-- Dean Durel

\* \* \* \* \*

#### Location and Telephone Numbers of LSPE Personnel

Recently Miss Mary Lu Royall was named chairperson of the Department of Leisure Studies and Physical Education. The resulting reorganization has caused changes in the location of some personnel. Following is an updated directory for the department:

<u>PERSONNEL</u>	<u>ROOM #</u>	<u>EXTENSION</u>
Mary Lu Royall, Chair	R-131	7216
Dr. Robert H. Cummings	R-125	7029
Mr. James N. Hubbard, III	R-107	7087
Dr. Donna J. Scheeter	R-144	7026
Angela S. Miller, Secty.	R-132	7027

All other personnel may be contacted through the secretary at extension 7027 from 8:00 a.m. until 12:00 noon daily.

-- Mary Lu Royall, Chair, LSPE Department

\* \* \* \* \*

#### Unauthorized Use of Electrical Heaters on Campus

There are currently a large number of electric space heaters in use on the campus. These units have created a number of electrical overloads. They also cause thermostats to cut off heat to adjacent areas, lowering temperatures for fellow workers. An unattended heater has already started a small fire.

Those personnel with electric heaters are asked to remove them from campus by Friday, March 6, 1987. Maintenance and security personnel will be instructed to remove remaining heaters after this deadline has expired.

Those individuals who have a doctor's letter stating that they need extra heat may present their letters to the Director of Buildings and Grounds. The temperature in their work area will be raised with the existing heating system. If that fails to satisfy the individuals needs, a heater may be authorized that does not produce more than 1200 watts, is U.L. approved, and inspected by the campus electrician.

-- Jerry Smith, Director, Buildings & Grounds

\* \* \* \* \*

---

## Faculty, Staff, and Student News

On February 3, Mario D. Mazzarella gave a guest lecture--in full armor--on The Rise and Fall of the Medieval Knight to the 6th grade students of Hines Middle School.

Jay Paul recently judged forensics competitions at Menchville High School, Tabb High School, and Sanford Elementary School.

#### To Administrative Facutly

Please plan to attend the Administrative Faculty Luncheon on Thursday, March 5 at noon in the Banquet Room of Christophers. Go through the cafeteria line and join us in the Banquet Room. Please call 7158 by Thursday, March 5 by 9 a.m. if you plan to attend.

-- Agnes Braganza, Continuing Education

\* \* \* \* \*



## Tidewater Consortium Union List of Serials

The third edition of the Tidewater Consortium Union List of Serials has just been received. This updated listing of all journals available in the Tidewater Consortium libraries is now on microfiche. Ask for it at the Reference Desk.

-- Mary Daniel, Reference Services Librarian

\* \* \* \* \*

## Department of Nursing

The department of Nursing, Christopher Newport College, will be in Atlanta, Georgia on February 27, 1987 presenting a seminar, "The Aging American: A Cultural Kaleidoscope." The seminar is to be presented to the Georgia League of Nursing.

-- Professor Sandra Greniewicki

\* \* \* \* \*

## Announcement & Calendar

The Honors Council wishes to invite you to the next Lunchchat, which features Professor Robert Doane (Political Science). Bob's subject will be "Nuclear Arms Control: Problems and Prospects." The Chat is scheduled for Friday, March 6, at 12:15 p.m. in the Banquet Room of Christopher's.

We're especially pleased to offer this program since it grows out of a course Bob and Marty Buoncristiani (Physics) have taught for several years, which is being offered in a scaled-down version as a seminar for Honors Sophomores this semester.

Please bring your lunch and join us on the 6th. And please mention the event to students who might be interested.

-- Jay Paul

\* \* \* \* \*

## Faculty Support Sought for Teacher Education Review

On February 5, 1987, Dean Powell and I attended a conference sponsored by SCHEV to discuss the implications and implementation of the recommendations contained in Excellence in Education: A Plan for Virginia's Future (the Governor's Commission Report). The Governor has endorsed the report and has directed the Secretary of Education, the Department of Education, and the State Council of Higher Education to move on implementing those recommendations that do not require legislative action or additional financial allocations.

One of the recommendations that falls into this category has a major impact on our curriculum. While many details are still to be worked out, the Department of Education and SCHEV are moving forward on requiring all teachers educated in Virginia to have an undergraduate degree in an arts and sciences discipline (effective July 1, 1992) and that all colleges and universities review and restructure their programs for educating teachers. This restructuring is to be approved jointly by the State Council of Higher Education and the Board of Education, with a report due to the Governor and General Assembly by July 1, 1988.

This deadline is very tight, and we will need to move quickly once more details are determined at the state level. I have asked Professor John Jenkins to convene the Teacher Preparation Council and initiate our response. During the course of the next year, the TPC is likely to request from selected art and science departments information on how those departments would respond if teacher education would become one of their curriculum objectives. The commission's report states, "This degree should not be simply a traditional arts and science bachelor's degree that includes a few education courses. The four-year curriculum for students preparing to teach should consist of the greatest number of courses in the arts and sciences which can be included feasibly and some specially developed education courses. Students earning a degree in an arts and sciences discipline should have an opportunity to meet the state requirements to be certified to teach. We recommend that Virginia's approved program standards be revised to limit professional education course requirements to 18 semester hours."



# Personnel News

## Personnel News

The Personnel Office will be conducting an overview for all classified personnel on the new Performance Appraisal System on March 12, 1987 from 11:00 - 12:00 p.m. in Anderson Auditorium, A-105. This overview will deal primarily with the evaluation process and changes that have occurred in the system since our last presentation.

## VACANCIES

### CNC Employees Only

Fiscal Assistant	Campus Center	Hourly	Deadline - 03/06/87
------------------	---------------	--------	---------------------

### Open to the Public

Secretary	Computer Center	Hourly	Deadline - 03/06/87
Assistant Professor	Psychology Depart.		Deadline - 04/01/87
Instructor	Mathematics Depart.		Deadline - 03/23/87

---

## Committee Reports

### Report from the ad hoc Committee on Student Assessment

The following "Guidelines for Student Assessment" were developed by SCHEV and were presented to the vice presidents of Virginia's institutions of higher education at the meeting of the Instructional Programs Advisory Committee on February 20, 1987. We are advised that even though the document is labelled "DRAFT," the guidelines will likely be approved by Council in their present form.

The foreward to this document provides a very brief background on how and why these guidelines were developed, and the purpose they were ostensibly created to serve. A broader context is really needed in order to understand the current stress on "student assessment" which led to legislative initiatives such as Virginia's in many states throughout the nation. It seemed important to us as a committee, having the charge to begin the process of responding to this legislative mandate, to make these guidelines and their broader background generally known to the faculty as soon as possible after receiving the specific guidelines from SCHEV. It is our desire to encourage a long-range perspective so that the institutional response, set in motion by our committee, will represent a considered, broadly-based plan to best serve the interests of Christopher Newport College.

A good beginning toward providing that broader perspective is found in a quote from the beginning of an article (Change, January/February 1987) by Peter T. Ewell, "Assessment: Where Are We? The Implications of New States Mandates":

Calls for explicit assessment of the results of higher education became increasingly insistent throughout 1986. Some of these calls were prompted by a number of recent critical reports on the undergraduate experience, but more and more they come from outside the academy---from state authorities, from accrediting bodies, and from the public at large.

Observing this development, two consequences seem apparent. First, assessment is here to stay. A year ago many of us could hope or expect the issue to go away. Now few of us--for better or worse--can afford to ignore it. But at the same time, the character of "assessment" is shifting. While the term still means many things to many people, the symbolism of assessment increasingly has moved from instructional improvement to institutional accountability.

Evidence of assessment's growing prominence is abundant. Some eleven states have now officially addressed assessment as a matter of policy or statute. Among the more recent arrivals are California, Maryland, Missouri, Virginia, and Texas, each



of which has announced or enacted a higher education assessment effort. Earlier state entries, such as New Jersey and South Dakota, are joining Tennessee and Florida--trailblazers in the movement--in actually fielding statewide assessment programs.

The rest of the article illuminates the bewildering variety of activities that fall under the rubric of outcomes assessment, including initiatives of regional accrediting bodies (e.g., SACS). Copies of this article have been provided to and are available from each department chairman.

## Guidelines for Student Assessment--Draft

Senate Joint Resolution 125, passed by the 1985 Virginia General Assembly, directed the Council of Higher Education "to investigate means by which student achievement may be measured to assure the citizens of Virginia the continuing high quality of higher education in the Commonwealth." The study was presented to the 1986 General Assembly as Senate Document No. 14. In Senate Joint Resolution 83, the assembly accepted the recommendations made in the study and requested institutions of higher education in the state "to establish assessment programs to measure student achievement." It further resolved that "the Council, in cooperation with the state-supported colleges and universities, should establish guidelines for designing good assessment programs and report to the public results of institutional efforts to measure student achievement in its biennial revisions of The Virginia Plan for Higher Education."

In November 1986, a meeting was convened of representatives from colleges and universities which already were developing assessment plans. The group's task was to establish guidelines that respected both the complexity of the issue and the need to provide state-wide coherence and consistency to the assessment plans. The committee was guided in its work by the recommendations contained in Senate Document No. 14.

### Guideline 1

Each year institutions of higher education in Virginia should provide progress reports on all full-time, first-year students who received high-school diplomas during the prior year, containing information such as retention, grade-point average, and whether students are taking remedial coursework. Information should be supplied by student identifier and be coded by major. The report should be sent to the State Council of Higher Education, which will work with the Department of Education to distribute the information to the school divisions.

### Guideline 2

Similar material should be provided for transfer students, along with graduation information and the number of credits transferred. Data on a student who has attended more than one other college should be reported to the most recently attended institution. The report should be sent to the State Council of Higher Education, which will distribute the information to the appropriate parties.



### Guideline 3

As part of the institutional description published in The Virginia Plan, each institution should identify minimal verbal and quantitative skills, below which threshold students will need remediation at that institution.

PAGE 2

It should describe how it identifies high-risk students-- such as by SAT scores, grades, or other indicators-- and its plans for assessing their verbal and quantitative skills. It should indicate how placement in remedial courses affects a student's admission into degree-credit work.

### Guideline 4

Each institution should describe its plans for and its means of measuring the success of remediation, including, for instance, the retention, progress, and graduation rates of remediated students. Where possible, remediation for students at senior institutions should be arranged through agreements with community colleges. Credits for remedial courses count in the student's academic load and the institution's FTE calculations, but not toward degree requirements.

### Guideline 5

Evaluation plans should be appropriate to the mission of each institution and allow for diversity of program goals. As far as possible institutions should use multiple indicators of achievement, both qualitative and quantitative. These should be appropriate to the disciplines in question; the goals of the various programs; and the intellectual, performance, attitudinal, or emotional outcomes being assessed. Individual institutions may focus their reports either on absolute measures of student learning and performance or on the contribution the institution has made to the student's development ("value-added assessment").

### Guideline 6

In developing or selecting assessment procedures, institutions should consider the effect the procedures will have on students and ensure that they do not take an unreasonable amount of time or cause undue hardship on individual students. Wherever appropriate, the results should be shared with individual students, with follow-up support provided when necessary.

### Guideline 7

In many cases, data collected for other reasons will be suitable for assessment purposes. Some examples might be admissions information, retention and completion data, alumni follow-up studies, job placement data, information on licensing and certification examinations, accreditation reports, other assessment studies, state-wide program reviews, retention studies, and studies of community-college transfer students. Institutions may want to select appropriate nationally available instruments or create campus-based measures. In deciding which existing measures to use and in developing new ones, faculty involvement is critical.

### Guideline 8

Students should be assessed at appropriate intervals during and after college. Institutions need not assess students in non-remedial courses until they have been placed in a program. Rather than measuring the learning and performance of every student, it may be appropriate to use sampling procedures. Every program need not be measured every year, but each institution is responsible for developing a plan that will measure student outcomes in all undergraduate programs on a regular schedule.

### Guideline 9

It is each institution's responsibility to evaluate its evaluation procedures initially and regularly thereafter. It should ensure that the procedures meet standards within the field for scholarly integrity, are compatible with the institutional mission and program goals, and are useful for program improvement.

### Guideline 10

The purpose of assessment is not to compare institutions but to measure and improve student learning and performance. As part of its plan, therefore, each institution should have in place or develop student, faculty, and curricular development programs to address identified areas of weakness.

The plans will be described in a report on student assessment to be published in the 1987 revision to The Virginia Plan. They will therefore be due to the State Council in June, 1987. By 1989, institutions will begin to report the results of their assessment procedures. The published results of the assessment should be concrete, more than anecdotal, and, when appropriate, quantified.

February 19, 1987

--ad hoc Committee on Student Assessment (Butchko, Durel, Edwards, Gordon, Maris, Pellett, Powell, Ridley, ch.)