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Contributors

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**Michelle D. Cook** is a doctoral student in educational leadership and policy studies with an emphasis in higher education. She is the graduate research assistant with learning community assessment at Iowa State University. Cook coordinates the administration of the ISU Undergraduate Education Survey and the Learning Community Survey, conducts survey data analysis, and assists with reporting overall and individual learning community survey results. She also consults with and supports individual learning community coordinators with their assessment plans, data collection, and instruments. Cook coordinates and facilitates workshops for learning community faculty and staff development. In addition, she provides support for the Learning Community Assessment subcommittee and serves on the advisory committee. Cook has worked in residential life and student services. Her research interests include undergraduate students who are parents, learner-centered classrooms, and learning communities. Cook received her B.A. degree in human behavior from Grand View College and her M.S. degree in human development and family studies from Iowa State University.

**Lynn Dunlap**, a faculty member and coordinator of general education at the Mount Vernon campus of Skagit Valley College, served on the general education committees that designed and implemented the 1993 reforms that required learning communities at the college and chaired the Instruction Committee charged with evaluating the general education program. As coordinator at Mount Vernon, she supervises an annual schedule of forty learning communities proposed and taught by thirty-five faculty. She is a National Learning Communities Project Fellow and has presented at regional and national workshops and conferences.

**Shari Ellertson** is a doctoral candidate in educational leadership and policy studies at Iowa State University with an emphasis in higher education. As the administrative graduate assistant for the learning communities program, she serves on the advisory committee and four subcommittees, co-chairing the Learning Communities Institute subcommittee. Her work also includes developing and coordinating workshops, discussions, and ongoing education for learning community coordinators. Ellertson started her professional career in higher education as a research chemist before pursuing her master's degree in counseling and student affairs (M.S., Moorhead State University). Since then, her work has focused on academic success programs (i.e., supplemental instruction and academic success courses) and student activities (i.e., Greek life and leadership programs). Her academic interests include faculty involvement in learning communities, service-learning, and academic performance policies.

**Douglas L. Epperson** received his Ph.D. in psychology from The Ohio State University in 1979 and has been a member of the faculty in the Department of Psychology at Iowa University since that time. He currently is department associate chair, director of graduate studies, and director of the department's doctoral program in counseling psychology, which has been continuously fully accredited by the American Psychological Association since 1973. Since 1995, Epperson and his students have conducted program evaluation studies of one of the university's earliest learning communities, the Women in Science and Engineering Learning and Living Community. Epperson has served as co-chair of the Learning Community Assessment subcommittee for several years.

**Teresa L. Flateby** has been director of evaluation and testing at the University of South Florida for the past thirteen years. She is currently directing the assessment of the Liberal Arts General Education program at USF ([www.usf.edu/ugrads/GenEducEval](http://www.usf.edu/ugrads/GenEducEval); SACS review). Serving as the university's representative regarding institutional testing to the state, she has also directed the assessment of USF's learning communities, basic mathematics coursework, first year experience course, and has supervised a staff of eight faculty and staff. With Elizabeth Metzger, she is the creator of the Cognitive Level And Quality of Writing Assessment (CLAQWA: [www.usf.edu/ugrads/CLAQWA](http://www.usf.edu/ugrads/CLAQWA)).

**Mary E. Huba** is co-chair of the Learning Community Assessment subcommittee at Iowa State University. From 1994 to 2003, Huba provided leadership for outcomes assessment at Iowa State University. She consulted with faculty in the development of intended learning outcomes, direct and indirect assessment measures, and mechanisms for using assessment data to improve learning. Huba has helped several colleges and universities refine their assessment plans and develop their assessment programs. She is a consultant-evaluator for the North Central Association's Higher Learning Commission, and is a workshop facilitator for the assessment workshops co-sponsored by the Higher Learning Commission and the American Association of Higher Education. Huba has also served as the chief evaluator on a number of NSF-funded projects. As a professor in the Department of Educational Leadership and Policy Studies, Huba teaches courses, advises graduate students, and conducts research in the areas of assessment and program evaluation. She is co-author with J. Freed of the book, *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning* (Allyn & Bacon, 2000).

**Philip Jenks** was born in North Carolina and grew up in Morgantown, West Virginia. Vocations to poetry and politics led him to Reed College, where he graduated in 1990. He completed his master's in creative writing at Boston University, and his doctorate in political science from the University of Kentucky. He currently is an assistant professor and Freshman Inquiry coordinator in the University Studies program at Portland State University. Jenks organizes and facilitates the Freshman Inquiry student portfolio review, involving close reading of 250 portfolios for programmatic assessment. He serves on PSU's Assessment Resource Network and works to intensify community-based learning in the program through an Engaged Department Grant from the Corporation for National and Community Service. Additionally, Jenks has worked to develop student learning in the area of quantitative literacy. His recent publications include two essays in political theory, a book of poetry entitled *On the Cave You Live In*, as well as poems in *Chicago Review*, *LVNG*, *Poetry New York*, *The Oregonian*, *Cultural Society*, and translations from the German of Friedrich Holderlin in *Outlet*. His second book of poetry, *Hydra*, will be published by Zephyr Press in Fall 2004.

**Yves Labissiere**, a social psychologist by training, is an assistant professor at Portland State University where he teaches psychology classes on oppression and empowerment, diversity, inter- and intra-group relations, and conflict. A former Ford Foundation fellow, Labissiere is a core member of Portland State's general education program, University Studies, where he teaches courses ranging from "Technology and Society" to "Popular Culture, Cyborgs and Frankenstein." He has been a leader in a Portland State initiative to develop and integrate the use of electronic portfolios for student learning and assessment. His research interests focus broadly on intra- and inter-group relations and more specifically on the negotiation of blackness among the various ethnic groups categorized as Black in the United States. He is currently working on a Pew Charitable Trusts-funded project looking at the influence of faith and faith-based organizations on civic engagement among South Florida's immigrant populations.

**Jodi Levine Laufgraben** is assistant vice provost for University Studies at Temple University. She joined the learning communities program in 1994 as a coordinator and now directs the program, which is entering its tenth year and offers more than fifty linked-course learning communities or clusters each fall. Laufgraben is an instructor of educational administration in Temple's College of Education and teaches graduate courses in action research and research design. For several years she taught introductory education courses or freshman seminars as part of learning communities. For the past two years she has chaired the faculty work group on assessment. She is a National Learning Communities Project Fellow, and writes extensively on learning communities, including two books, one co-authored and one co-edited with Nancy Shapiro, and presents on learning communities and assessment at a variety of national higher education meetings.

**William S. Moore** (coordinator, assessment, teaching and learning, Washington State Board for Community & Technical Colleges) has held this position for the past twelve years, providing leadership for the statewide higher education assessment initiative, including producing a monthly electronic newsletter (eWAG, for Washington Assessment Group), organizing an annual assessment conference, and facilitating a number of statewide assessment projects, retreats, and ongoing discussions. In that role, he has been involved in several major assessment projects on learning communities in Washington state. He graduated with honors from the University of Texas at Austin, earned a master's degree in counseling psychology from UT, and completed his Ph.D. from the University of Maryland in College Student Personnel Administration with a concentration in college student development. Over his more than twenty years in higher education, he has conducted numerous presentations and workshops at a variety of conferences and institutions around the country, focusing on his primary areas of research interest and expertise: student and institutional outcomes assessment, organizational change issues, teaching-learning concerns, and student intellectual development. He co-directs with Kathe Taylor the Center for the Study of Intellectual Development, offering assessment instruments of William Perry's scheme of student intellectual development.

**Judy Patton** is director of University Studies at Portland State University. Previous to her appointment in University Studies, she was a faculty member in the dance department for eighteen years, serving as chair for two years. In University Studies, she has taught two Freshman Inquiry classes: "Embracing Einstein's Universe: Language Culture and Relativity" and "Transfer Transition: Family Studies." Before becoming director, she was elected to the positions of Freshman Inquiry council representative and Freshman Inquiry faculty coordinator. She was program director, 1997-2000, handling assessment, faculty development, and personnel. She is a National Learning Communities Project Fellow and project director for the Restructuring for Urban Student Success project (RUSS).

**Les Stanwood** is coordinator of general education and the chair of the department of communications, Skagit Valley College Whidbey Campus. He was also the chair of the committee that implemented the college's ambitious general education program in 1993, in which capacity he helped the college create learning communities and English writing links to meet the needs of the students enrolled at the college. As an instructor of English, literature, and the humanities, Stanwood has been involved as an instructor in more than three dozen different learning communities since 1989. He is a National Learning Communities Project Fellow and has presented on learning communities and assessment at a variety of national educational meetings.