

Yongmei Li, Ph.D.

EDUCATION

Ph.D., Education

University of North Carolina at Chapel Hill

M.A., Educational Psychology, Measurement, and Evaluation

University of North Carolina at Chapel Hill

Graduate Certificate, Quantitative Psychology

University of North Carolina at Chapel Hill

Graduate Certificate, Survey Methodology

University of North Carolina at Chapel Hill

M.Ed., Language and Literacy Education

Texas Tech University

B.A., English

Ocean University of China, summa cum laude

SELECTED PROFESSIONAL EXPERIENCE SINCE 2005

Director of Institutional Assessment and Effectiveness (8/2018-9/2021), Director of Institutional Research, Assessment and Effectiveness (4/2015-7/2018), Converse University, 4/2015-9/2021

- Led and supported Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation activities, including reaffirmation of accreditation, substantive changes, and follow-ups
 - Played a key role in achieving 100% compliance with all institutional effectiveness standards during offsite review (Fall 2016)
 - Played a key role in successful reaffirmation of accreditation (2017)
 - Played a key role in achieving 100% compliance with the academic assessment standard with the submission of the second monitoring report (2015) as a follow-up of 5th year interim review (2012)
 - Selected to serve as a SACSCOC institutional effectiveness peer evaluator and conducted off-site or on-site reviews for five institutions
 - Selected to conduct a number of workshops at professional conferences (e.g., Association for Institutional Research, SACSCOC) on assessment using Converse model
 - Led, coordinated, and supported preparations for reports and visits
 - Served as a resource and contact person along with the SACSCOC liaison
 - Designed, developed, and implemented procedures ensuring quality and timely completion of accreditation reports and successful onsite committee visits
 - Designed and conducted training sessions on report and onsite visit preparations
 - Led, organized, trained, and coordinated the writing team (organizing, drafting, reviewing, and editing documents) and the team during the onsite committee visits
 - Prepared submission of accreditation report packages and logistics of onsite visits
 - Negotiated an accreditation management system vendor contract, saving employer hundreds of dollars. Served as system administrator
 - Led, designed, developed, implemented, and supported all assessment activities (academic programs, general education, academic and student support, and administrative support)
 - Designed, developed, and implemented assessment systems and procedures ensuring quality and timely completion of assessment for each cycle
 - Conducted workshops and individual consultations with faculty and staff
 - Collected, reviewed, and compiled assessment documents for all areas
 - Designed, developed, and implemented strategies to promote faculty and staff buy-in, engagement, and use of results for continuous improvement
 - Led the preparation of the second monitoring report (2015) on a tight timeline
- Coordinated and supported program accreditations (e.g., Education, Music, Interior Design, Marriage and Family Therapy, Music Therapy) and reviews

- Administered course evaluations and surveys, provided consultations on survey design, and promoted response rates and use of results for continuous improvement
- Responded to internal and external data requests by gathering, analyzing, and presenting data to support decision making, strategic planning, and performance indicators (e.g., IPEDS, SCCHE, KPIs, student achievement and CIP webpages, SCICU, U.S. News, Petersons, Common Data Set)
- Initiated and collaborated with other departments on streamlining data to increase accuracy and efficiency
- Participated in campus committees to facilitate discussions and inform possible courses of action (e.g., President's Cabinet, Provost's Council, Strategic Planning, Quality Enhancement Plan, Data Taskforce)
- Supported Converse International School (ESL instructor; mentor; translator; coordinator for faculty, staff, students, and friendship families; Creativity, Community, and Cultural Enrichment Grant activities)
- Supervised staff and student employees, managed department budget

Academic Assessment Coordinator and Assistant Professor of Education, Shaw University, 4/2012-4/2015

- Led academic assessment and supported SACSCOC accreditation activities
 - Played a key role in achieving 100% compliance with institutional effectiveness standards on academic assessment prior to onsite visit for reaffirmation of accreditation (Winter 2012)
 - Selected to serve as a SACSCOC institutional effectiveness peer evaluator
 - Selected to conduct workshops and presentations on assessment using Shaw model at professional conferences (SACSCOC, AIR)
 - Led, designed, developed, implemented, and supported academic assessment activities (academic programs, general education, and academic and student support)
 - Designed, developed, and implemented assessment systems and procedures ensuring quality and timely completion of assessment for each cycle
 - Conducted workshops and individual consultations with faculty and staff
 - Collected, reviewed, and compiled assessment documents
 - Designed, developed, and implemented strategies to promote faculty and staff buy-in, engagement, and use of results for continuous improvement
 - Served as assessment system administrator
 - Led academic assessment for the focused report (Winter 2012) on a tight timeline
 - Compiled University Academic Assessment Handbook
 - Initiated and led Academic Assessment Interest Group
- Coordinated and supported program accreditations and reviews
- Taught as Assistant Professor of Education and served on committees

Research Assistant for Assessment and Strategic Planning, Student Affairs, UNC-Chapel Hill, 8/2011-4/2012

- Reviewed assessment plans and reports from twelve departments and prepared summary reports
- Prepared resource book on measures for student affairs assessment
- Coordinated assessment training, staff presentations, and Assessment Spotlight Day event
- Reviewed proposals and coordinated Student Affairs Assessment Poster Fair
- Served on Student Affairs Assessment Committee and Inclusion and Accessibility Committee

Research Assistant, Office of Institutional Research and Assessment, UNC-Chapel Hill, 12/2011-4/2012

- Assisted with design, data analysis, or reporting for research projects (STEM Graduation and Retention, Summary Report of 2010 Diversity Survey, Survey of Non-Native English-Speaking Students and Scholars, Survey of Global Perspectives, Carolina Covenant: Promise and Platform for Student Success)

Practicum, Survey Methodology, Education, Research Triangle Institute (RTI) International, 1/2011-5/2011

- Attended training, assisted in supervision and interview monitoring for National Postsecondary Student Aid Study and High School Longitudinal Study, both funded by U.S. Department of Education

Research Assistant, Carolina Institute of Public Policy, UNC-Chapel Hill, 1/2011-5/2011

- Assisted with survey designs for evaluation projects (teacher preparation, Race to Top Evaluation)
- Conducted data management, analysis, and reporting for Teacher Quality Study

Research Assistant, FPG Child Development Institute, UNC-Chapel Hill, 8/2010-12/2010

- Reviewed literature and measures for Developmental Measures for Young Dual Language Learners

Assistant Professor, Teachers College, Ball State University, 8/2008-7/2010

- Taught courses, conducted research, and advised students in literacy education, served on committees
- Conducted learning outcomes assessment, supervised research assistants, and mentored Chinese students

Research Assistant and Teaching Assistant, School of Education, UNC-Chapel Hill, 8/2004-6/2008

- Assisted with strategic planning, NCATE accreditation, and research projects at the Dean's Office
- Independently designed and taught graduate-level course for reading specialists (2004-05)

CONSULTATIONS

Institutional Assessment, Effectiveness, and Accreditation

- Mitchell College, CT, (NECHE), June 2021 – present
- The King's University, TX, (SACSCOC), September 2020, Spring 2021

WORKSHOPS

Li, Y. (2020, June). *The how-to of student outcomes assessment*. Three-part webinar series conducted at the 60th Association for Institutional Research (AIR) Forum.

Li, Y. (2019, May). *Program student learning outcomes assessment: An evaluator's perspective*. Workshop conducted at the 59th AIR Forum, Denver, CO.

Li, Y. (2019, May). *Comprehensive curriculum mapping for learning outcomes assessment*. Workshop proposal accepted by the 59th AIR Forum, Denver, CO.

Li, Y. (2018, May). *Program student learning outcomes assessment: An evaluator's perspective*. Workshop conducted at the 58th AIR Forum, Orlando, FL.

Li, Y. (2018, May). *Comprehensive curriculum mapping for learning outcomes assessment*. Workshop conducted at the 58th AIR Forum, Orlando, FL.

Li, Y. (2017, May). *Program-level student learning outcomes assessment*. Workshop conducted at the 57th AIR Forum, Washington D.C.

Li, Y. (2017, May). *Comprehensive curriculum mapping*. Workshop conducted at the 57th AIR Forum, Washington D.C.

Li, Y. (2016, May). *Assessing student learning outcomes at the program level*. Workshop conducted at the 56th AIR Forum, New Orleans, LA.

Li, Y., Corbitt, Z., & Gage, N. (2015, October). *2015-2016 administrative unit outcomes assessment plan*. Workshop conducted at Converse University, Spartanburg, SC.

Li, Y., DeLapp, K., & Vaneman, K. (2015, October). *2014-2015 PL-SLOs outcomes assessment*. Workshop conducted at Converse University, Spartanburg, SC.

- Li, Y., & Fisher, W. (2015, October). *2015-2016 academic and student support unit outcomes assessment plan*. Workshop conducted at Converse University, Spartanburg, SC.
- Li, Y. (2015, September). *PLOs assessment plan*. Workshop conducted at Converse University, Spartanburg, SC.
- Li, Y. (2015, August). *Curriculum mapping*. Workshop conducted at Converse University, Spartanburg, SC.
- Ashmore, J., Kirkley, J., Li, Y., & Reed, V. (2014, November). *Revising course-level learning outcomes*. Workshop conducted for faculty development series at Shaw University, Raleigh, NC.
- Kirkley, J., Li, Y., & Spencer, C. (2014, March). *Curriculum map revision*. Workshop conducted for faculty development series at Shaw University, Raleigh, NC.
- Li, Y., & Dusenbury, R. (2013, December). *The what and how of program-level student learning outcomes assessment*. Workshop conducted at the annual meeting of Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Atlanta, GA.
- Li, Y. & Kirkley, J. (2013, August). *PLOs assessment*. Workshop conducted at Shaw University, Raleigh, NC.
- Li, Y. (2013, January). *Learning outcomes assessment*. Workshop conducted at Shaw University, Raleigh, NC.
- Li, Y. & Kirkley, J. (2012, November). *Using rubrics to assess student learning and adapt university rubrics to fit program needs*. Workshop for faculty development series at Shaw University, Raleigh, NC.
- Li, Y. & Ashmore, J. (2012, November). *Aligning measures with student learning outcomes*. Workshop for faculty development series at Shaw University, Raleigh, NC.

SELECTED PRESENTATIONS

- Li, Y. (2015, December). *Curriculum mapping: Aligning curriculum with program- and course-level learning outcomes*. Presentation conducted at the annual SACSCOC meeting, Houston, TX.
- Li, Y., & Dusenbury, R. (2014, December). *Assessing student learning outcomes at the program level*. Presentation conducted at the annual SACSCOC meeting, Nashville, TN.
- Li, Y., & Dusenbury, R. (2014, May). *Promoting first year success at an HBCU: A team approach*. Proposal accepted by the 55th AIR Forum, Orlando, FL.
- Li, Y. (2014, March). *Program learning outcomes assessment*. Presentation conducted at the 10th Annual North Carolina Independent Colleges and Universities (NCICU) Assessment Conference, Greensboro, NC.
- Li, Y. (2013, August). *Summary of 2012-2013 learning outcomes assessment reports*. Presentation conducted at the Deans and Department Chairs retreat of Shaw University, Raleigh, NC.
- Han, K.T., Li, Y., Chen, X., & Ro, J. M. (2009, December). *Diverse faculty and White students*. Paper presented at the 59th annual meeting of National Reading Conference, Albuquerque, NM.
- Li, Y., & Fitzgerald, J. (2009, March). *First- and second-grade ELLs' reading development*. Paper presented at the annual meeting of American Educational Research Association, San Diego, CA.
- Li, Y. (2008, December). *Early reading development of English-language learners: Achievement, subprocesses, and attitude*. Paper presented at the 58th annual meeting of National Reading Conference, Orlando, FL.

TECHNICAL REPORTS

- Li, Y., et al. (2019). *Report for SACSCOC substantive change on-site review committee*. Converse University.
- Li, Y., et al. (2016). *SACSCOC reaffirmation of accreditation compliance certification*. Converse University.
- Li, Y. (2015). *SACSCOC second monitoring report*. Converse University.
- Li, Y. (2013). *Summary report of program reviews*. Shaw University.
- Li, Y. (2012). *Handbook of academic assessment*. Shaw University.
- Li, Y. (2011). *2010-11 assessment and strategic planning summary report for Student Affairs*. UNC-Chapel Hill.
- Li, Y. (2007). *A summary report for National Council for Accreditation of Teacher Education*. UNC-Chapel Hill.

SELECTED PUBLICATIONS (Peer-Reviewed)

- Li, Y. (2018). Teacher–student relationships, student engagement, and academic achievement for Non-Latino and Latino youth. *Adolescent Research Review*, 3(4), 375–424. doi: 10.1007/s40894-017-0069-9.
- Leung, C. B., & Li, Y. (2012). Family literacy in China. In C. B. Leung & J. Ruan (Eds.), *Perspectives on teaching and learning Chinese literacy in China* (pp. 199-210). Dordrecht, Amsterdam: Springer.
- Query, R., Ceglowski, D., Clark, P., & Li, Y. (2011). Hispanic families' perspectives on using a bilingual vocabulary kit to enhance their prekindergarten children's vocabulary development. *Early Childhood Research and Practice*, 13(2). (<http://ecrp.uiuc.edu/v13n2/query.html>)
- Amendum, S., Li, Y., Hall, L., Fitzgerald, J., Creamer, K., Head-Reeves, D. M., & Hollingsworth, H. L. (2009). Which reading lesson instruction characteristics matter for early reading achievement? *Reading Psychology*, 30(2), 119-147.
- Li, Y., & Fitzgerald, J. (under review). ELLs' reading growth using curriculum-related assessment.

SELECTED SERVICE

- | | |
|----------------|--|
| 5/2018-5/2019 | Strategic Planning, Converse University |
| 2/2018-5/2019 | Data Taskforce, Converse University |
| 8/2017-9/2021 | Substantive Change Committee, Converse University |
| 8/2016-5/2017 | Academic Strategic Planning Committee, Converse University |
| 1/2016-7/2017 | China program preparation, Converse University |
| 2013-2017 | SACSCOC Reaffirmation Leadership Team, Converse University |
| 5/2015-9/2021 | President's Cabinet, Converse University |
| 5/2015-9/2021 | Provost's Council, Converse University |
| 5/2015-12/2017 | Quality Enhancement Plan (QEP) Committee, Converse University |
| 8/2014-5/2015 | Academic Assessment Interest Group, Shaw University |
| 2/2014-5/2015 | Curriculum Committee, Shaw University |
| 2013-Present | SACSCOC Institutional Effectiveness Peer Evaluators |
| 2012-5/2015 | Academic Council, Shaw University |
| 2012-5/2015 | General Education Committee, Shaw University |
| 2012-5/2015 | Quality Enhancement Plan (QEP) Assessment Committee, Shaw University |
| 2009-2010 | Curriculum Committee, Ball State University |
| 2008-2009 | Literacy Faculty Search Committee, Ball State University |

GRANTS

- 2015-2017 West Meets East, Collaborative Creativity, Creativity, Community, and Cultural Enrichment Grant, Converse University, \$4,000. (Co-PIs: Kevin DeLapp, Julie Jones, and Karen Hill.) Funded.
- 2016-2017 The Eyes Have It: Exploring the Arts from a Deaf Perspective. Creativity, Community, and Cultural Enrichment Grant, Converse University, \$2,000. (Co-PIs: Maggie Park, Meg Hanna)

2012 Tominaga, Mary Carlisle, and Melissa Owens.) Funded.
Freshmen Studies Engaging Evidence Initiative, Council of Independent Colleges, \$1,500. (Co-PIs:
M. Sutton-Haywood & C. Walker.) Funded.

SELECTED REVIEW EXPERIENCE

SACSCOC Institutional Effectiveness Peer Evaluators, 2013-present
Association for Institutional Research Conference Proposals, 2015-present
Reading and Writing Quarterly, 2014-present
Journal of Literacy Research, 2009-present

SELECTED AWARDS AND HONORS

Participant, Multiple Dimensions of Blended Learning, Faculty Resource Network Seminars, NYU, June 2014
Teaching and Learning Fellowship and Turhune Professional Development Fund, Ball State University, 2009
Charles Templeton Fellowship, UNC-CH, 2005-2008
Fellow, National Education Longitudinal Study of 1988 and 2002 Training, U.S. DOE, IES, and NCES, 2006

COMPUTER AND STATISTICAL SKILLS

Certified in Quantitative Research Methodology and Survey Research Methodology
Proficient in Qualitative Research Methodology
Proficient in data management and analysis software packages (e.g., SPSS, Qualtrics, SurveyMonkey, NVivo)
Familiar with SAS and Tableau
Familiar with accreditation and assessment platforms (e.g., Anthology/CampusLabs, Weave, Taskstream)
Familiar with information and learning management systems (e.g., PeopleSoft, Banner, Jenzabar, Canvas, Moodle)

PROFESSIONAL AND BOARD MEMBERSHIPS

Association for Institutional Research (member)
Agape Way (board member)