

**Curriculum Vita**  
**Louis M. Rocconi, Ph.D.**

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**EDUCATION**

2010	Ph.D., Educational Psychology & Research, University of Memphis Concentration: Educational Research (Quantitative Methods)
2007	M.S., Leadership & Policy Studies, University of Memphis Concentration: Higher Education
2005	B.S., Mathematics, Delta State University, Cleveland, MS

**PROFESSIONAL EXPERIENCE**

2016-Present	Assistant Professor, Evaluation, Statistics, and Measurement; Intercollegiate Graduate Statistics Program Faculty, The University of Tennessee, Knoxville
2011 – 2016	Assistant Research Scientist, Center for Postsecondary Research, Indiana University, Bloomington
2010 - 2011	Post-Doctoral Research Fellow, University of Memphis Office of the Vice Provost Academic Programs & Assessment
2008 - 2010	Research Assistant: Vice Provost Academic Programs & Assessment, University of Memphis

**HONORS & AWARDS**

2020 Charles F. Elton Best Paper Award from the Association for Institutional Research (AIR Forum 2018)

2019 American Psychological Association Division 16 (School Psychology) Top Poster Award, one of four Blue Ribbon poster awards

2018 Helen B. Watson Outstanding Faculty Research Award from the College of Education, Health, & Human Sciences at the University of Tennessee

2018 Nominated for the Chancellor's Award for Excellence in Teaching

2017 SGA Open Education Award from the University of Tennessee Student Government Association and the University Libraries.

2014 Charles F. Elton Best Paper Award from the Association for Institutional Research

2010 Finalist for the 2010 AERA Division J Dissertation of the Year Award

2009 First place, University of Memphis Student Research Forum

2008 - 2009 Outstanding Graduate Student in Educational Research Award

## RESEARCH

(\* indicates student co-author)

### Refereed Articles

\*Pacheco Diaz, N., \*Walker, J. P., Rocconi, L. M., Morrow, J. A., Skolits, G. J., \*Osborne, J. D., & \*Parlier, T. R. (in press). Faculty use of end-of-course evaluations. *International Journal of Teaching and Learning in Higher Education*.

\*Walker, J. P. & Rocconi, L. M. (in press). Experiential Learning Student Surveys: Indirect Measures of Student Growth. *Research and Practice in Assessment*.

\*Parlier, R., Rocconi, L. M., Davison, C., & Skolits, G. (in press). The effects of learning community participation on community college students' learning outcomes and student engagement. *Community College Journal of Research and Practice*.

Richardson, R., Rocconi, L.M., & \*Crewdson, M. (2020). Evaluating English Learner Progress in Reading: How Much Growth Can We Expect? *School Psychology Review*. <https://doi.org/10.1080/2372966X.2020.1787080>

Rocconi, L. M., \*Xiqian, L., & Pike, G. R. (2020). Holland's theory and the impact of person-environment fit on grades, perceived gains, and satisfaction. *Higher Education* (80)5, 857-874. <https://doi.org/10.1007/s10734-020-00519-0>

\*Gibson, T., Morrow, J. A., & Rocconi, L. M. (2020). A modernized heuristic approach to robust exploratory factor analysis. *The Quantitative Methods for Psychology*, 16(4), 295-307. <https://doi.org/10.20982/tqmp.16.4.p295>

Gibson, T. O. Jr., Morrow, J. A., Skolits, G. J., & Rocconi, L. M. (2020). Students' Experiences Learning in the Emporium Model (E-Model). *The Learning Assistance Review*, 25(2), 51-83.

Rocconi, L. M., Dumford, A. D., & \*Butler, B. (2020). How often is 'often': Examining the meaning of vague quantifiers in higher education. *Research in Higher Education*, 61(2), 229-247. [Winner of the 2018 Charles F. Elton Best Paper Award from the Association for Institutional Research]

Rocconi, L. M., Taylor, A., Haeger, H., Zilvinskis, J., & Christensen, C. (2019). Beyond the numbers: An examination of diverse interactions in law school. *Journal of Diversity in Higher Education* 12(1), 27-37.

Rocconi, L. M., & Gonyea, R. (2018/2019). Contextualizing student engagement effect sizes: An empirical analysis. *Research & Practice in Assessment*, 13, 22-38.

Miller, A., Rocconi, L.M., & Dumford, A.D. (2018). Focus on the finish line: Does high-impact

- Practice participation influence career plans and early job attainment? *Higher Education*, 75(3), 489-506. <https://doi.org/10.1007/s10734-017-0151-z>
- \*Zilvinski, J., & Rocconi, L. M. (2018). Revisiting the relationship between institutional rank and student engagement. *The Review of Higher Education*, 41(2), 253-280.
- \*Zilvinskis, J., & Rocconi, L.M. (2017). Utilizing survey research and multilevel modeling to explore the relationship between institutional rank and student engagement. *SAGE Research Methods Cases*. <http://dx.doi.org/10.4135/9781473969759>
- Rocconi, L.M., Ribera, A., & Nelson Laird, T. (2015). College seniors' plans for graduate school: Do deep approaches to learning and Holland academic environments matter? *Research in Higher Education*, 56(2), 178-201. [Winner of the 2014 Charles F. Elton Best Paper Award from the Association for Institutional Research]
- Dumford, A., & Rocconi, L. M. (2015). Development of the quantitative reasoning items on the National Survey of Student Engagement. *Numeracy*, 8(1), Article 5. <http://dx.doi.org/10.5038/1936-4660.8.1.5>
- Rocconi, L. M. (2013). Analyzing multilevel data: Comparing findings from hierarchical linear modeling and ordinary least squares regression. *Higher Education*, 66(4), 439-461. <http://link.springer.com/article/10.1007/s10734-013-9615-y>
- Rocconi, L. M., Lambert, A. D., McCormick, A. C., & Sarraf, S. A. (2013). Making college count: An examination of quantitative reasoning activities in higher education. *Numeracy*, 6(2), Article 10. <http://scholarcommons.usf.edu/numeracy/vol6/iss2/art10>
- Rocconi, L. M. (2011). The impact of learning communities on first year students' growth and development in college. *Research in Higher Education*, 52(2), 178-193.
- Rocconi, L. M. (2010). An application of Pace's model of student development and college impress on learning community students. *American Journal of Educational Studies*, 3(1), 39-51.
- Rocconi, L. M., & Ethington, C. A. (2009). Assessing longitudinal change: Adjustment for regression to the mean effects. *Research in Higher Education*, 50(4), 368-376.
- Smart, J. C., Ethington, C. A., Umbach, P. D., & Rocconi, L. M. (2009). Faculty emphases on alternative course-specific learning outcomes in Holland's model environments: The role of environmental consistency. *Research in Higher Education*, 50(5), 483-501.

N=21

### Referred Legal Articles

- Silver, C., & Rocconi, L. M. (2015). Learning from and about the numbers. *Journal of Legal Metrics*, 4(1), 53-84. <http://www.journaloflegalmetrics.org/V4I1/V4I1Full.pdf>

Silver, C., Rocconi, L. M., Haeger, H., & Watkins, L. (2013). Gaining from the system: Lessons from the Law School Survey of Student Engagement about how students benefit from law school. *University of St. Thomas Law Journal*, 10(1), 286-316.

**N=22 (total referred)**

### **Book chapters**

Zilvinskis, J., Rocconi, L. M., & McCormick, A. (in press). Does teaching count? The relationship between US News faculty resource measures and students' experiences with faculty. In E. Hazelkorn (Ed.), *Research Handbook on University Rankings*.

Cole, J., Gonyea, R., & Rocconi, L. (2018). With retention, the key is "act locally". In R. Feldman (Ed.), *The First Year of College: Research, Theory, and Practice on Improving the Student Experience and Increasing Retention*. Cambridge, UK: Cambridge University Press.

Pike, G. R., & Rocconi, L. M. (2012). Multilevel modeling: Presenting and publishing the results for internal and external constituents. In Lott, J. L. & J. S. Antony. (Eds.), *Multilevel modeling: Techniques and applications in institutional research* (New Directions for Institutional Research, no.154, pp. 111-124). San Francisco: Jossey-Bass.

**N=3**

### **Publications appearing in in-house organs**

Rocconi, L. M. (2019). *A glimpse beyond the numbers*. The Law School Survey of Student Engagement Guest Blog Post. <http://lsse.indiana.edu/blog/guest-post-a-glimpse-beyond-the-numbers/>

Miller, A. L., Sarraf, S. A., Dumford, A. D., & Rocconi, L. M. (2016). *Construct validity of NSSE engagement indicators*. Bloomington, IN: Center for Postsecondary Research. [http://nsse.indiana.edu/pdf/psychometric\\_portfolio/Validity\\_ConstructValidity\\_FactorAnalysis\\_2013.pdf](http://nsse.indiana.edu/pdf/psychometric_portfolio/Validity_ConstructValidity_FactorAnalysis_2013.pdf)

Taylor, A.N., Christensen, C., & Rocconi, L.M. (2016). *How a decade of debt changed the law school experience (LSSSE Annual Results 2015)*. Bloomington, IN: Indiana University Center for Postsecondary Research.

**N=3**

### **Manuscripts under review or in preparation**

\*Peterson, C., \*Ortiz, R, & Rocconi, L.M., &. (under review). Social capital and community food security: A multilevel examination of contextual factors influencing diet quality. *Health Education & Behavior*.

\*Pacheco Diaz, N. & Rocconi, L.M. (under review). Science achievement in Chilean students: A multilevel model approach.

Rocconi, L. M. & \*Boyd, A. (under review). Measuring quality in legal education: Examining

the relationship between law school rank and student engagement. *Journal of Legal Education*.

\*Walker, J. P. & Rocconi, L. M. (under review). Problem-solving ability in courses with multiple types of experiential learning. *Instructional Science*.

\*Schmidt, A. & Rocconi, L. M. (under review). STARS and Stripes: Political and instructional factors that affect higher education sustainability ratings. *Journal of Cleaner Production*.

Gibson, T., Morrow, J., & Rocconi, L. M. (under review). Development and Validation of the Emporium Model Motivation Scale (EMMS). *Educational Assessment, Evaluation and Accountability*.

McCormick, A., Rocconi, L. M., & Dumford, A. (in preparation). How international students use vague quantifiers of behavioral frequencies in student surveys.

Rocconi, L. M. (in preparation). An SPSS macro to compute confidence intervals for effect sizes.

**N=8**

## **GRANTS AND CONTRACTS**

### **Current Grants/Contracts**

None

### **Under Review**

Morrow, J. A. (PI), Rocconi, L. M. (Co-PI), & Skolits, G. (Co-PI). “Methodology and Statistical Tools for Educational Researchers.” Institute for Education Sciences. Proposal No. 21-0167. **\$900,000**

### **Not Funded**

Williams, R. L. (PI), Rocconi, L. M. (Co-PI), & Misawa, M. (Co-PI). “Bipartisanship in Educational Dialogue Targeting Political Issues.” National Science Foundation PD-98-1371. 2020-2023. **\$738,838**.

### **Funded Past Grants/Contracts**

Rocconi, L. M. & Boyd, A. (PIs). “Developing easy-to-use and accessible statistical tools for applied researchers.” 2020 Summer Graduate Research Assistantship. University of Tennessee, Knoxville. **\$3,600**.

Rocconi, L. M. (PI). “Measuring Quality in Legal Education: Examining the Relationship between Law School Rank and Student Engagement.” 2018 AccessLex Institute/AIR Research Program. March 2019 – February 2020. **\$50,000**.

Morrow, J.A. (PI) & Rocconi, L. (Co-PI). “University of Tennessee Perceptions of Undergraduate Advising – Year 3 Assessment Data Collection and Report Creation” (Dr. Karen Sullivan-Vance, Assoc. Provost – Client). February 2019 – August 2019. **\$6,500**.

Morrow, J.A. (PI) & Rocconi, L. (Co-PI). “University of Tennessee Perceptions of Undergraduate Advising – Year 2 Assessment Data Collection and Report Creation” (Dr. Karen Sullivan-Vance, Assoc. Provost – Client). February 2018 – July 2018. **\$5,500.**

Morrow, J.A. (PI) & Rocconi, L. (Co-PI). “University of Tennessee Undergraduate Advising Assessment Project – College Reports” (Dr. Ruth Darling, Assoc. Provost – Client). November 2017 – January 2018. **\$1,650.**

Morrow, J. A. (PI), Rocconi, L.M. (Co-PI), Skolits, G. (Co-PI), & Moret, L. (Co-PI). University of Tennessee Undergraduate Advising Assessment Project. (Dr. Ruth Darling, Asst. Provost – Client). January 2017 – June 2017. **\$4,500.**

**Funded N=5 (\$71,750)**

**Pending N=0 (\$0)**

### **Evaluation and Grant/Contract Reports (authored)**

Morrow, J.A. (PI) & Rocconi, L. (Co-PI). “University of Tennessee Perceptions of Undergraduate Advising – Year 3 Assessment Data Collection and Report Creation” (Dr. Karen Sullivan-Vance, Assoc. Provost – Client). February 2019 – August 2019. **\$6,500.**

- Morrow, J. A., Rocconi, L. M., \*Butler, B., & \*Schmidt, A. (2019). *University of Tennessee’s Undergraduate Advising 2019 Evaluation End of Year Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 31 tables, 33 figures, 1 appendix, 96 pages).
- Rocconi, L. M., Morrow, J. A., & \*Butler, B. (2019). *University of Tennessee’s Undergraduate Advising 2017-2019 Multi-Year Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 13 tables, 12 figures, 9 pages).
- Rocconi, L. M., Morrow, J. A., \*Schmidt, A., & \*Butler, B. (2019). *University of Tennessee’s Undergraduate Advising Evaluation Brief Report 2019*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 15 tables, 21 figures, 1 appendix, 67 pages).
- \*Schmidt, A., Rocconi, L. M., Morrow, J. A., & \*Butler, B. (2019). *College of Architecture + Design’s Undergraduate Advising 2019 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 22 tables, 6 figures, 1 appendix, 34 pages).
- \*Butler, B., Morrow, J. A., & Rocconi, L. M. (2019). *College of Arts & Sciences’ Undergraduate Advising 2019 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 30 tables, 8 figures, 1 appendix, 58 pages).
- \*Jones, N. S., Morrow, J. A., Rocconi, L. M., & \*Butler, B. (2019). *Haslam College of Business Undergraduate Advising 2019 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 20 tables, 17 figures, 1 appendix, 43 pages).
- \*Pacheco Diaz, N., Morrow, J. A., Rocconi, L. M., & \*Butler, B. (2019). *Herbert*

*College of Agriculture Undergraduate Advising 2019 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 30 tables, 28 figures, 1 appendix, 62 pages).

- \*Christen, N., Morrow, J. A., Rocconi, L., & \*Butler, B. (2019). *College of Education, Health, & Human Sciences Undergraduate Advising 2019 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 24 tables, 15 figures, 1 appendix, 56 pages).
- \*Boyd, A., Rocconi, L. M., Morrow, J. A., & \*Butler, B. (2019). *Tickle College of Engineering Undergraduate Advising 2019 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 35 tables, 16 figures, 1 appendix, 55 pages).
- \*Jones, N. A., Rocconi, L. M., Morrow, J. A., & \*Butler, B. (2019). *College of Nursing Undergraduate Advising 2019 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 18 tables, 17 figures, 1 appendix, 34 pages).
- \*Pacheco Diaz, N., Morrow, J. A., Rocconi, L., & \*Butler, B. (2019). *College of Social Work's Undergraduate Advising 2019 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 21 tables, 6 figures, 1 appendix, 34 pages).
- \*Walker, J., Rocconi, L. M., Morrow, J. A., & \*Butler, B. (2019). *College of Communication & Information Undergraduate Advising 2019 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 25 tables, 6 figures, 1 appendix, 43 pages).

Morrow, J.A. (PI) & Rocconi, L. (Co-PI). "University of Tennessee Perceptions of Undergraduate Advising – Year 2 Assessment Data Collection and Report Creation" (Dr. Karen Sullivan-Vance, Assoc. Provost – Client). February 2018 – July 2018. **\$5,500**.

- Morrow, J. A., Rocconi, L. M., & \*Berry, B. (2018). *University of Tennessee's Undergraduate Advising 2018 End of Year Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 31 tables, 34 figures, 1 appendix, 93 pages).
- Rocconi, L. M., Morrow, J. A., \*Berry, B., & \*Parlier, R. (2018). *University of Tennessee's Undergraduate Advising Evaluation Brief Report*. Reported prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 15 tables, 21 figures, 1 appendix, 69 pages).
- Rocconi, L. M., Morrow, J. A., \*Berry, B., & \*Echols, E. (2018). *College of Architecture + Design's Undergraduate Advising 2018 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 20 tables, 6 figures, 1 appendix, 31 pages).
- \*Berry, B., Rocconi, L. M., Morrow, J. A., & \*Echols, E. (2018). *College of Arts & Sciences' Undergraduate Advising 2018 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 30 tables, 8 figures, 1

- appendix, 57 pages).
- \*Echols, E., Morrow, J. A., Rocconi, L. M., & \*Berry, B. (2018). *Haslam College of Business Undergraduate Advising 2018 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 29 tables, 7 figures, 1 appendix, 49 pages).
  - \*Echols, E., Morrow, J. A., Rocconi, L. M., & \*Berry, B. (2018). *Herbert College of Agriculture Undergraduate Advising 2018 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 31 tables, 10 figures, 1 appendix, 61 pages).
  - \*Berry, B., Rocconi, L. M., Morrow, J. A., & \*Echols, E. (2018). *College of Education, Health, & Human Sciences Undergraduate Advising 2018 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 28 tables, 8 figures, 1 appendix, 54 pages).
  - \*Echols, E., Morrow, J. A., Rocconi, L. M., & \*Berry, B. (2018). *Tickle College of Engineering Undergraduate Advising 2018 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 31 tables, 7 figures, 1 appendix, 55 pages).
  - Morrow, J. A., \*Echols, E., Rocconi, L. M., & \*Berry, B. (2018). *College of Nursing Undergraduate Advising 2018 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 25 tables, 7 figures, 1 appendix, 42 pages).
  - Rocconi, L. M., Morrow, J. A., \*Berry, B., & \*Echols, E. (2018). *College of Social Work's Undergraduate Advising 2018 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 23 tables, 6 figures, 1 appendix, 34 pages).
  - Morrow, J. A., \*Berry, B., Rocconi, L. M., & \*Echols, E. (2018). *College of Communication & Information Undergraduate Advising 2018 Report*. Report prepared for Karen Sullivan-Vance, Ass. Vice Provost, University of Tennessee, (no project #, 25 tables, 7 figures, 1 appendix, 43 pages).

Morrow, J.A. (PI) & Rocconi, L. (Co-PI). "University of Tennessee Undergraduate Advising Assessment Project – College Reports" (Dr. Ruth Darling, Assoc. Provost – Client). November 2017 – January 2018. **\$1,650.**

- Morrow, J. A., Rocconi, L. M., \*Berry, B., \*Parlier, R., \*Ladd, R., & \*Nadel, S. (2017). *University of Tennessee's Undergraduate Advising Perceptions Report – College of Architecture and Design*. Report prepared for Ruth Darling, Asst. Provost, University of Tennessee Office of Student Success (no project #, 16 tables, 1 figure, 1 appendix, 44 pages).
- Morrow, J. A., Rocconi, L. M., \*Berry, B., \*Parlier, R., \*Ladd, R., & \*Nadel, S. (2017). *University of Tennessee's Undergraduate Advising Perceptions Report – College of Arts & Sciences*. Report prepared for Ruth Darling, Asst. Provost, University of Tennessee Office of Student Success (no project #, 23 tables, 1 figure, 1 appendix, 57 pages).



- Morrow, J. A., Rocconi, L. M., \*Berry, B., \*Parlier, R., \*Ladd, R., & \*Nadel, S. (2017). *University of Tennessee's Undergraduate Advising Perceptions Report – Haslam College of Business*. Report prepared for Ruth Darling, Asst. Provost, University of Tennessee Office of Student Success (no project #, 17 tables, 1 figure, 1 appendix, 47 pages).
- Morrow, J. A., Rocconi, L. M., \*Berry, B., \*Parlier, R., \*Ladd, R., & \*Nadel, S. (2017). *University of Tennessee's Undergraduate Advising Perceptions Report – College of Agricultural Sciences & Natural Resources*. Report prepared for Ruth Darling, Asst. Provost, University of Tennessee Office of Student Success (no project #, 18 tables, 1 figure, 1 appendix, 50 pages).
- Morrow, J. A., Rocconi, L. M., \*Berry, B., \*Parlier, R., \*Ladd, R., & \*Nadel, S. (2017). *University of Tennessee's Undergraduate Advising Perceptions Report – College of Education, Health, & Human Sciences*. Report prepared for Ruth Darling, Asst. Provost, University of Tennessee Office of Student Success (no project #, 17 tables, 1 figure, 1 appendix, 49 pages).
- Morrow, J. A., Rocconi, L. M., \*Berry, B., \*Parlier, R., \*Ladd, R., & \*Nadel, S. (2017). *University of Tennessee's Undergraduate Advising Perceptions Report – College of Communication & Information*. Report prepared for Ruth Darling, Asst. Provost, University of Tennessee Office of Student Success (no project #, 17 tables, 1 figure, 1 appendix, 45 pages).
- Morrow, J. A., Rocconi, L. M., \*Berry, B., \*Parlier, R., \*Ladd, R., & \*Nadel, S. (2017). *University of Tennessee's Undergraduate Advising Perceptions Report – College of Engineering*. Report prepared for Ruth Darling, Asst. Provost, University of Tennessee Office of Student Success (no project #, 21 tables, 1 figure, 1 appendix, 50 pages).
- Morrow, J. A., Rocconi, L. M., \*Berry, B., \*Parlier, R., \*Ladd, R., & \*Nadel, S. (2017). *University of Tennessee's Undergraduate Advising Perceptions Report – College of Nursing*. Report prepared for Ruth Darling, Asst. Provost, University of Tennessee Office of Student Success (no project #, 16 tables, 1 figure, 1 appendix, 45 pages).
- Morrow, J. A., Rocconi, L. M., \*Berry, B., \*Parlier, R., \*Ladd, R., & \*Nadel, S. (2017). *University of Tennessee's Undergraduate Advising Perceptions Report – College of Social Work*. Report prepared for Ruth Darling, Asst. Provost, University of Tennessee Office of Student Success (no project #, 17 tables, 1 figure, 1 appendix, 45 pages).

Morrow, J. A. (PI), Rocconi, L.M. (Co-PI), Skolits, G. (Co-PI), & Moret, L. (Co-PI). University of Tennessee Undergraduate Advising Assessment Project. (Dr. Ruth Darling, Asst. Provost – Client). January 2017 – June 2017. **\$4,500.**

- Rocconi, L. M., Morrow, J. A., \*Ladd, R., & \*Nadel, S. (2017). *University of Tennessee's Undergraduate Advising Perceptions Report*. Report prepared for Ruth Darling, Asst. Provost, University of Tennessee, (no project #, 47 tables, 1 figure, 1 appendix, 96 pages).
- \*Echols, E., \*Gibson, T., \*Kidder, K., \*Parlier, R., Morrow, J., & Rocconi, L. (2017). *University of Tennessee's Undergraduate Advising Perceptions Brief Report*. For Ruth Darling, Asst. Provost, University of Tennessee Office of Student Success (no project #,

9 tables, 1 figure, 35 pages).

McCormick, A., Nelson Laird, T., Kinzie, J., Dumford, A., & Rocconi, L. (2017). *Assessing Change in Undergraduate STEM Education by Field of Study, 2005-2012*. Report prepared for the Association of American Colleges and Universities (no project #, 10 tables, 20 figures, 37 pages).

**N=35**

### **Contributed Reports**

*[NSSE and LSSSE annual reports are published without named authors, but I contributed to the data analysis and write-up of specific sections indicated below]*

National Survey of Student Engagement. (2015). *Engagement Insights – Annual Results 2015*. Bloomington, IN: Indiana University Center for Postsecondary Research. [Motivating students to do their best work]

National Survey of Student Engagement. (2014). *Bringing the Institution into Focus – Annual Results 2014*. Bloomington, IN: Indiana University Center for Postsecondary Research. [Examining differences between institutions & Selectivity and experiences with faculty]

Law School Survey of Student Engagement. (2014). *Looking Ahead: Assessment in Legal Education – Annual Results 2014*. Bloomington, IN: Indiana University Center for Postsecondary Research. [First generation students & Law school environment]

National Survey of Student Engagement. (2013). *A Fresh Look at Student Engagement – Annual Results 2013*. Bloomington, IN: Indiana University Center for Postsecondary Research. [Learning strategies & Quantitative reasoning]

Law School Survey of Student Engagement. (2013). *Evaluating the Value of Law School: Student Perspectives – Annual Results 2013*. Bloomington, IN: Indiana University Center for Postsecondary Research. [Engagement with the profession]

National Survey of Student Engagement. (2012). *Promoting Student Learning and Institutional Improvement: Lessons from NSSE at 13*. Bloomington, IN: Indiana University Center for Postsecondary Research. [Study time by student and institutional characteristics]

Law School Survey of Student Engagement. (2012). *Lessons from Law Students on Legal Education – Annual Results 2012*. Bloomington, IN: Indiana University Center for Postsecondary Research. [Connecting with classmates]

National Survey of Student Engagement. (2011). *Fostering Student Engagement Campuswide – Annual Results 2011*. Bloomington, IN: Indiana University Center for Postsecondary Research. [Career services]

Law School Survey of Student Engagement. (2011). *Looking Ahead: Assessment in Legal Education – Annual Results 2011*. Bloomington, IN: Indiana University Center for Postsecondary Research. [Experiencing law school as a transfer student]

**N=9**

## CONFERENCE PRESENTATIONS AND PAPERS

(\* indicates student co-author)

- Rocconi, L. M. & \*Boyd, A. (2019, November). *Examining the Relationship between Law School Rank and Student Engagement*. Presentation at the Association for the Study of Higher Education Conference, Portland, OR.
- Rocconi, L. M. & \*Boyd, A. (2019, November). *Examining the Relationship between Law School Rank and Student Engagement*. Poster at the AccessLex Legal Education Research Symposium Orlando, FL.
- \*Pacheco-Diaz, N. & Rocconi, L. (2019, October). *Multilevel modeling techniques for standardized international assessments*. Poster presentation at the Women in Statistics and Data Sciences Conference, Bellevue, WA.
- Morrow, J. A., \*Butler, B., Rocconi, L., & \*Shipley, L. (2019, October). *Engaging students in real-world statistical analysis: A description of Statistics Hell's Kitchen*. Presentation at the Women in Statistics and Data Science Conference, Bellevue, WA.
- \*Crewdson, M. Richardson, R., & Rocconi, L. M. (August, 2019). *Do Acadience Pathways of Progress reading goals apply to English language learners equally?* Poster presented at the 2019 American Psychological Association Conference, Chicago, IL. \*Division 16 Top Poster Award\*
- McCormick, A. C., Rocconi, L. M., & Dumford, A. D. (2019, May). *What's your threshold? How international students use vague quantifiers of behavioral frequency in student surveys*. Presentation at the Association for Institutional Research Conference, Denver CO.
- \*Butler, B. & Rocconi, L. M. (2018, October). *Examining the meaning of response categories: How often is "often"?* Poster presentation at the American Evaluation Association Conference, Cleveland, OH.
- Rocconi, L. M., Dumford, A., & \*Butler, B. (2018, October). *Examining the meaning of vague quantifiers in assessment surveys: How often is "often"?* Presentation at the Assessment Institute, Indianapolis, IN.
- Morrow, J. A., Rocconi, L. M., & Skolits, G. (2018, October). *I'm going to be (500+ pages): Utilizing a portfolio to assess graduate students' competencies in evaluation, statistics, and measurement*. Presentation at the Assessment Institute, Indianapolis, IN.
- \*Berry, B., & Rocconi, L. M. (2018, June). *How often is "Often"? Examining the meaning of vague quantifiers by institution type*. Poster presentation at the Association for the Assessment of Learning in Higher Education Conference, Salt Lake City, UT.
- Morrow, J. A., Rocconi, L. M., \*Shipley, L., & Skolits, G. (2018, June). *Assessment strategies for asynchronous online graduate statistics courses*. Poster presentation at the Association for the Assessment of Learning in Higher Education Conference, Salt Lake City, UT.
- Dumford, A. D., & Rocconi, L. M. (2018, May). *How often is often? Examining the meaning of*

- vague quantifiers*. Presentation at the Association for Institutional Research Conference in Orlando, FL.
- Rocconi, L. M. Morrow, J. A., & \*Marlow Ormsby, S. (2017, November). *Using Propensity Score Matching Techniques to Assess the Effectiveness of Educational Programs: A Simple How-to-Guide for Assessment and Evaluation Professionals*. Presentation at the American Evaluation Association National Conference, Washington, D.C.
- Rocconi, L. M., Morrow, J. A., & \*Marlow Ormsby, S. (2017, June). *Utilizing propensity score matching: A practical guide for student affairs assessment professional*. Presentation at the Association for the Assessment of Learning in Higher Education Conference in Louisville, KY.
- Rocconi, L. M., \*Liu, X., & Pike, G. R. (2017, April). *Holland's Theory and the Impact of Person-environment Fit on Grades, Perceived Gains, and Satisfaction*. Presentation at the American Educational Research Association Conference (Division J) in San Antonio, TX.
- Gonyea, R., Cole, J., & Rocconi, L. (2016, May). *Direct and indirect effects of engagement on grades*. Poster presentation at the 2016 Association for Institutional Research in New Orleans, LA.
- Dumford, A., Kinzie, K., McCormick, A., Nelson Laird, T., & Rocconi, L.M. (2015, November). *Reforming STEM education: Examining change by discipline*. Paper presented at the 2015 Association of American Colleges & Universities Transforming STEM Education Conference in Seattle, WA.
- Miller, A., Rocconi, L.M., & Dumford, A. (2015, November). *Focusing on the finish line: Does high-impact practice participation influence career plans and job attainment?* Paper presented at the 2015 Association for the Study of Higher Education Conference in Denver, CO.
- Rocconi, L. M., & Gonyea, R. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis*. Paper presentation at the Association for Institutional Research Conference in Denver, CO.
- \*Zilvinskis, J., & Rocconi, L. M. (2015, April). *Revisiting the relationship between institutional rank and student engagement*. Paper presented at the 2015 American Educational Research Association Conference (Division J) in Chicago, IL.
- Christensen, C., Rocconi, L. M., & Taylor, A. (2015, April). *Beginning the conversation: First-generation law students*. Paper presented at the 2015 American Educational Research Association Conference (Division I) in Chicago, IL.
- Rocconi, L. M., & Gonyea, R. (2015, March). *Contextualizing student engagement effect sizes: An empirical analysis*. Paper presentation at the Indiana Association for Institutional Research Conference in Indianapolis, IN.
- Dumford, A. D., Kinzie, J., McCormick, A. C., Nelson Laird, T. F., & Rocconi, L.M. (2015,

- January). *Reforming STEM education: Examining change by discipline*. AAC&U 2015 Annual Meeting in Washington, D. C.
- Silver, C., & Rocconi, L. M. (2014, November). *Learning from-- and about—the numbers*. Presentation at the Law School Survey of Student Engagement Symposium in St. Louis, MO.
- Silver, C. & Rocconi, L. M. (2014, July). *Law schools' obligation to teach business and financial concepts and quantitative analysis: Taking aim at preparing competent lawyers*. Presentation at the 2014 International Legal Ethics Conference VI in London, England.
- Rocconi, L. M., Ribera, A., & Nelson Laird, T. F. (2014, May). *The impact of deep learning and academic discipline on degree aspirations*. Poster presentation at the 2014 Association for Institutional Research Conference in Orlando, FL.
- Rocconi, L.M., & Lambert, A. D. (2014, May). *Quantitative reasoning: If faculty emphasize it, students will do it*. Poster presentation at the 2014 Association for institutional Research Conference in Orlando, FL.
- Haeger, H., Rocconi, L.M., \*Zilvinskis, J., & Christensen, C. (2014, April). *Beyond the numbers: How to create a diverse environment in law school*. Paper presented at the 2014 American Educational Research Association Conference (Division I) in Philadelphia, PA.
- Rocconi, L. M., Ribera, A., & Nelson Laird, T. F. (2014, April). *College seniors' plans for graduate school: Do deep approaches to learning and Holland academic environments matter?* Paper presented at the 2014 American Educational Research Association Conference (Division J) in Philadelphia, PA.
- Lambert, A. D., & Rocconi, L. M. (2013, November). *Quantitative reasoning activities: What faculty emphasize and how student take action*. Presentation at the 2013 joint meeting of the Association of American Colleges and Universities Transforming STEM Education Conference and the National Numeracy Network Conference in San Diego, CA.
- Rocconi, L. M., & Lambert, A. D. (2013, November). *Development of the quantitative reasoning items on the National Survey of Student Engagement*. Poster presentation at the 2013 joint meeting of the Association of American Colleges and Universities Transforming STEM Education Conference and the National Numeracy Network Conference in San Diego, CA.
- Rocconi, L. R., & Kinzie, J. (2013, October). *NSSE engagement indicators: A conversation about transition and use*. Presentation at the 2013 Southern Association for Institutional Research Conference in Memphis, TN.
- Ribera, A., Rocconi, L. M., & Nelson Laird, T. F. (2013, May). *Degree aspirations and deep approaches to learning*. Poster presentation at the 2013 Association for Institutional Research Conference in Long Beach, CA.

- Ribera, A., Rocconi, L. M., & McCormick, A. C. (2013, April). *Students in the professional fields: Exploring the impact of institutional characteristics on time spent preparing for class*. Paper presented at the 2013 American Educational Research Association Conference in San Francisco, CA.
- Rocconi, L. M., Haeger, H., Watkins, L. P., & Silver, C. (2012, November). *An examination of students' personal and academic development in law school*. Paper presented at the 2012 Association for the Study of Higher Education Conference in Las Vegas, NV.
- Lambert, A. D., Rocconi, L. M., McCormick, A. C., & Sarraf, S. A. (2012, November). *Faculty emphasis on quantitative reasoning in the classroom*. Paper presented at the 2012 Association for the Study of Higher Education Conference in Las Vegas, NV.
- Haeger, H., Rocconi, L. M., Watkins, L. P., & Silver, C. (2012, November). *Helping law students become lawyers: Understanding career preparation and support for law students*. Paper presented at the 2012 Association for the Study of Higher Education Conference in Las Vegas, NV.
- Rocconi, L. M., Lambert, A. D., Sarraf, S. A., & McCormick, A. C. (2012, October). *Count me in: Exploring the relationship between quantitative reasoning and civic engagement*. Paper presented at the 2012 National Numeracy Network Conference, New York, NY.
- Silver, C., Watkins, L., Rocconi, L., & Haeger, H. (2012, September). *Gaining from the system: Lessons from the Law School Survey of Student Engagement on the self-reported gains of law students*. Paper presented at the St. Thomas Law Symposium, Minneapolis, MN.
- Rocconi, L. M., Lambert, A. D., Sarraf, S. A., & McCormick, A. C. (2012, June). *Playing with numbers: An examination of quantitative reasoning activities in college*. Paper presented at the 2012 Association for Institutional Research Conference, New Orleans, LA.
- Lambert, A. D., Rocconi, L. M., Ribera, A. K., Miller, A. L., & \*Dong, Y. (2012, June). *Faculty lend a helping hand to student success: Measuring student-faculty interactions*. Paper presented at the 2012 Association for Institutional Research Conference, New Orleans, LA.
- Cole, J. S., Rocconi, L. M., & Gonyea, R. M. (2012, June). *Accuracy of self-reported grades: Implications for research*. Paper presented at the 2012 Association for Institutional Research Conference, New Orleans, LA.
- Rocconi, L. M. (2012, April). *An examination of college seniors' self-reported critical thinking ability: A three-level hierarchical linear model*. Paper presented at the 2012 American Educational Research Association Conference, Vancouver, BC.
- Rocconi, L. M. (2011, June). *A comparison of parameter estimates of hierarchical linear modeling and ordinary least squares regression*. Paper presented at the 2011 Association for Institutional Research Conference, Toronto, Canada.
- Rocconi, L. M. (2010, May). *The impact of learning communities on first year freshmen's growth and development in college*. Paper presented at the 2010 Association

for Institutional Research Conference, Chicago, IL.

Rocconi, L. M., & Ethington, C. A. (2010, April). *Ethnic differences in the impact of quality of effort on community college students' growth and development*. Paper presented at the 2010 American Educational Research Association Conference, Denver, CO.

Serex, C. P., Rocconi, L. M., & Averitt, E. R. (2009, November). *Current research: Collaborative learning, student engagement, and learning communities*. Paper presentation at National Learning Communities Conference, Marietta, GA.

Rocconi, L. M. (2009, April). *An application of Pace's model of student development and college impress on learning community students*. Paper presented at the American Institute for Higher Education Conference, Nashville, TN.

Rocconi, L. M. (2009, March). *Learning community students' growth and development*. Poster presented at the University of Memphis Student Research Forum, Memphis, TN. (Awarded first place).

Rocconi, L. M. (2008, August). *A path analytic approach to faculty salary equity*. Paper presented at the Tennessee Association for Institutional Research Conference, Nashville, TN.

Rocconi, L. M., & Ethington, C. A. (2008, November). *Assessing longitudinal change: Adjustment for regression to the mean effects*. Paper presented at the Association for the Study of Higher Education Conference, Jacksonville, FL.

Rocconi, L. M. (2007, March). *An examination of faculty reward structures at research universities and liberal arts colleges*. Poster presented at the University of Memphis Student Research Forum, Memphis, TN.

Smart, J. C., Ethington, C. A., Umbach, P. D., & Rocconi, L. M. (2007, November). *Faculty emphases on alternative course-specific learning outcomes in Holland's model environments: The role of environmental consistency*. Paper presented at the Association for the Study of Higher Education Conference, Louisville, KY.

**N=50**

### **OTHER PRESENTATIONS, WEBINARS & WORKSHOPS**

Rocconi, L. M. (2018, March). *Causal Inference in Evaluation*. Invited lecture for Evaluation, Statistics, and Measurement Seminar at the University of Tennessee.

Rocconi, L. M. (2017, March). *Power and Effect Size*. Invited lecture for Counseling Education Seminar at the University of Tennessee.

Rocconi, L. M. & Gonyea, R. (2015, June). *Moving beyond statistical significance: Using effect sizes in NSSE*. Webinar recorded June 23, 2015 available <http://nsse.indiana.edu/webinars/>

Cole, J., & Rocconi, L. M. (2015, April). *Using BCSSE and NSSE to help retention efforts*. Presentation at the 2015 NSSE User Workshop: Bucknell University, Lewisburg, PA.

Rocconi, L.M., & BrckaLorenz, A. (2015, April). *Approaches to longitudinal analysis*.

- Presentation at the 2015 NSSE User Workshop: Bucknell University, Lewisburg, PA.  
 Gonyea, R. M., & Rocconi, L. M. (2015, April). *Opening session – Designed for veteran NSSE users*. Presentation at the 2015 NSSE User Workshop: Bucknell University, Lewisburg, PA.
- Crumpley, J., & Rocconi, L. M. (2014, September). *Pre-institute session: Data Forum*. Student Success Institute: Engaging Latino Students for Transfer and College Completion in San Antonio, TX.
- Rocconi, L. M., & Lamber, A. D. (2012, March). *NSSE 2.0: An opportunity to contribute*. Special interest group presentation at the 26<sup>th</sup> Annual Conference of the Indiana Association for Institutional Research Conference, West Lafayette, IN.
- Lambert, A. D., & Rocconi, L. M. (2012, March). *Utilizing SPSS macros to save time in institutional research*. Workshop presented at the 26<sup>th</sup> Annual Conference of the Indiana Association for Institutional Research Conference, West Lafayette, IN.
- Rocconi, L. M. (2011, October). *Student engagement in Tennessee*. Presentation for the Tennessee Higher Education Commission, Nashville, TN.

**N=10**

### **MEDIA CONTRIBUTIONS**

- Chronicle Staff. (2015, April 17). A college's high ranking often means less time with professors. *The Chronicle of Higher Education*.
- Krisnauli, K., & Osler, C. (2015, April 22). College ranking and student-faculty interaction negatively related, paper finds. *The Daily Free Press*.
- Nelson, L. (2015, April 23). A high US News ranking doesn't mean a college is actually good. *Vox*.
- Elliott, M. (2015, May 5). Why You Should Never Rely on College Rankings. *The Cheat Sheet*.

### **ADDITIONAL TRAININGS**

- New Faculty Teaching Institute, Tennessee Teaching and Learning Center (UT), August 2016  
 IRB 101, Office of Research and Engagement (UT), August 2016  
 Computing for Data Analysis (R Programming), Coursera, February 2014

### **TEACHING EXPERIENCE**

#### **Graduate Courses**

*The University of Tennessee*

Statistics in Applied Fields I: Fall 2016, Spring 2017, Summer 2017, Fall 2017, Spring 2018, Spring 2019

Multilevel Modeling: Spring 2017; Fall 2018

Applied Statistical Concepts: Fall 2017, Spring 2018

Statistics in Applied Fields III: Spring 2019

Advanced Educational Measurement: Fall 2019



ESM Research Seminar: Fall 2019

*Indiana University*

Intermediate Statistics Applied to Education: Fall 2014

*University of Memphis*

Statistical Methods Applied to Education II: Summer 2011, Spring 2011

Statistical Methods Applied to Education I: Fall 2009

Introduction to Educational Research: Summer 2009

### **Undergraduate Courses**

*University of Memphis*

Fundamentals of Applied Statistical Methods: Spring 2008, Fall 2008, Spring 2010

## **DISSERTATION COMMITTEES**

### **Chair**

2019-Present Noelia Pacheco-Diaz, Evaluation Statistics & Measurement

2019-Present John Walker, Evaluation Statistics & Measurement

### **Committee Member**

*The University of Tennessee*

2017-Present Sarah Nadel, Evaluation Statistics & Measurement

2018-2019 Stephanie Teague, Learning Environments & Educational Studies, *A Realist Evaluation Approach to the Study of a K-12 Online Professional Development Course*

2017-2019 Terry Gibson, Evaluation Statistics & Measurement, *The Development and Validation of the Emporium Model Motivation Scale (EMMS)*

2017-2019 Paul Kirkland, Evaluation Statistics & Measurement, *Psychometric Validation and Comparison of the Team Development Measure and Learning Community Concepts among High School Professional Learning Community Teams*

2017-2018 Andrew Bass, Sports Psychology & Motor Behavior, *The effect of observation on motor learning in a self-controlled feedback protocol*

*Indiana University*

2015-2017 Bo Young Choi, *Factors Affecting Private Colleges' Viability in Korea*, (methods advisor: event history analysis)

## **PROFESSIONAL SERVICE**

2016-Present Editorial board member *Review of Higher Education*

2014-2017 Editorial board member *Journal of College Student Development*

2017-Present Ad-hoc reviewer for *Educational Researcher*

2015-Present	Ad-hoc reviewer for <i>Higher Education</i>
2014-Present	Ad-hoc reviewer for <i>Numeracy</i>
2017-Present	Ad-hoc reviewer for <i>Adult Education Quarterly</i>
2010-Present	Ad-hoc reviewer for <i>Research in Higher Education</i>
2019-Present	Ad-hoc reviewer for <i>Journal of Student Success and Retention</i>
2016	Ad-hoc reviewer for <i>Journal of Research in STEM Education</i>
2014-2015	Ad-hoc reviewer for <i>Review of Higher Education</i>
2010-2014	Ad-hoc reviewer for <i>Journal of College Student Development</i>

### UNIVERSITY SERVICE

#### *University of Tennessee*

2019-present	Senator, College of Education, Health, & Human Services Senate
2019-2020	Member, Qualitative Methodologist Search Committee, Educational Psychology & Counseling
2016-present	Member Evaluation, Statistics, and Measurement program committee
2017-present	Evaluation, Statistics, and Measurement Internship Coordinator

#### *Indiana University*

2015	Chaired search committee for Center for Postsecondary Research director
2015	Bloomington faculty council parking appeals committee
2013 – 2014	Bloomington faculty council student affairs committee

#### *University of Memphis*

2008 – 2011	Fresh Connections learning community administration committee
2008 – 2011	Fresh Connections learning community assessment committee
2009	Student representative on the qualitative faculty search committee for the Department of Counseling, Educational Psychology and Research

### PROFESSIONAL SOCIETIES

American Evaluation Association  
 American Statistical Association  
 American Educational Research Association (Division D and Division J)  
 Association for the Advancement of Learning in Higher Education  
 Association for Institutional Research  
 Association for the Study of Higher Education  
 National Numeracy Network

### DATA MANAGEMENT AND ANALYSIS SOFTWARE

SPSS	Stata	R	HLM
Microsoft Excel	GPower	SAS	LISREL