



# THE GUILFORDIAN

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## Guilford conducts testing for reaccreditation

### *Students and faculty react to standardized tests*

**Josh Cohen & Jonathan Phillips**  
Staff Writers

Guilford College's decision to use standardized testing as a tool of assessment during the Southern Association of Colleges and Schools (SACS) reaccreditation period is drawing fire from some students and teachers. The disagreement adds to the debate between those for and against standardized testing.

The school administered the Compass e-Write test to English 102 students and the Collegiate Assessment of Academic Proficiency (CAAP) to students in 400 level IDS classes.

The Compass e-Write collected writing samples using an open-ended essay prompt and assigned one overall score on a scale from 2 to 8.

The CAAP is a fill-in-the-bubble-style test.

The system is designed to provide feedback on student proficiency in areas such as content, focus, organization, style and mechanical conventions.

First-year Faith Josephs argued against the standardized testing after taking it in her English 102 course.

"I figured that the college would have come up with a better way to self-evaluate," Josephs said. "Why do they need a com-

puter-scored test to do it for them?"

Guilford currently has no internal testing method set to meet the SACS' recommendations.

"It would have taken years to develop something that could be

nationally normed," said Adrienne Israel, Vice President and Academic Dean.

Thomas Coaxum, Director of Institutional Research and Assessment, said that Compass e-Write was selected because it was a popular choice amongst schools

and it had a fast return on testing results.

"e-Write gave the instant analysis we needed," Coaxum said. "The more schools you can compare yourself with, then the better you can see how you are doing."

Coaxum stated that the exam was not designed to be punitive or invasive, but that it was about getting better.

"This is to see how we can improve the way we teach," Israel said. "It asks the college, 'how have the students improved because of them?'"

Coaxum said that one form of evaluation is not a cure, and that other areas of the college are being assessed, including administrative and student support systems.

"You can over-do them," Israel said. "They aren't the end of the story."

Some of the tools used to assess the college included alumni surveys, exit interviews, portfolios, external review reports and



First-year Brian Bittner shows his distaste for standardized testing.

PHOTO BY JONATHAN PHILLIPS

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## CCE cyclist arrested

**Megan Feil**

Staff Writer

In the Feb. 10 issue of the Guilfordian, Public Safety provided an account of the following confrontation. This article seeks to balance that information with an account by the students who were involved.

Only two days after one student was involved in the "Greensboro Seven" arrests, Greensboro Police Department officers handcuffed two more Guilford students outside of the Greenleaf.

The officers detained one traditional student for only a short period, but escorted a CCE student in handcuffs from the Greenleaf to New Garden hall.

The initial incident occurred when a middle-aged woman driving a van encountered the CCE student riding a bicycle. During 5 p.m. traffic on West Friendly Avenue they were forced into close proximity.

In a telephone interview, the CCE student claimed that the woman was trying to hit him. "You're too f\*\*ing close!" he yelled at her closed window.

She rolled down her window to hear what he was saying and stated that the student spit inside her car and

yelled obscenities.

During the ensuing ride the two aligned, with the van in front and the bike following close behind. As they approached a stop sign, the two vehicles collided, damaging the van's bumper.

After a verbal confrontation in the Hechts parking lot, the CCE student felt "terrified for my life" and left with the issue of damage to the van unresolved.

The CCE student said he considered calling the police. However, he was afraid that he might be arrested because he missed a follow-up court date from a previous arrest.

Two weeks later on Feb. 2, the woman and her husband were driving when she spotted the CCE student and followed him to Guilford College to resolve the issue of the damage to their van.

When the couple lost track of him on the way to the Greenleaf, they called the police to find him.

The woman, followed by two GPD officers, entered the building and identified the CCE student as the biker. She recognized him by his tattoos and holes in his pants.

When the student refused to show an ID, the woman and the GPD accompanied

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PHOTO BY AMELIA GODFREY

## Kent Chabotar speaks

PHOTO BY JEREMY BANTE

**Nasimeh Easton**

Staff Writer

Newton's First Law of Motion states that a body in motion stays in motion. As President Kent Chabotar says, Guilford is a body in motion, and this movement forward has been evident in many changes made on campus lately. In light of these changes, Chabotar answered a few questions concerning issues brought up in previous articles in the Guilfordian.

In a previous interview, you said that Guilford students are "different from their social counterparts." How do you mean that, exactly?

Well, actually, I said two things. One is that while we're growing we're getting more kinds of students. We're getting what I call the J. Crew students who have the button-down polos; we're getting more evangelical Christian students; we're getting more students who are socially active - so all the kinds of students are embraced. But we're still predominantly what I would call the classic Guilford student, which is somebody who has a social conscience, someone who wants to make a difference and is very concerned with things like war, environment, social justice and poverty.

So you think the traditional Guilford

student is very socially conscious?

But that sounds too earthy-crunchy. It's just that they're connected with the outside world more so than other schools are to their fraternity, or going out to the bar. And that's great! It's nice to be known for something.

Do you think that as Guilford's student body expands, advertising for the school will change, and it will be less about appealing to that niche?

Well, you have to look and see how Guilford advertised itself before. There was always a wide variety of students. I don't think you're going to see year-to-year changes that are really going to be significant, except seeing more people not like you, whoever you are. If you're white, you'll see more non-whites. If you're Catholic, you'll see more non-Catholics. If you're Quaker, you'll see more non-Quakers. It's going to be more diverse - that's the way the world's going!

There's been talk of Guilford mainstreaming lately, what with the standardized tests being given and such. Do you think that's true?

The standardized tests are part of reaccreditation. Our accrediting body likes to

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