M Leigh Lunsford* (lunsfordml@longwood.edu), 808 High Street, Farmville, VA 23901, and Phillip L Poplin. The Scarlet Letter: How We Repented and Came to Value Purposeful Assessment.

Mention the word “assessment” in a crowd of educators and you will hear a collective groan. We were once among those groaners. However, through a multi-year program of assessment and intervention, we have come to the conclusion that assessment can actually be useful. In this talk we will discuss how we have used assessment with the purpose of improving student success in non-calculus introductory statistics at Longwood University. Following an action research model we used assessment results from our first study to inform the implementation of an early intervention program in our second, follow-on, study. In our first study, conducted during the 2006-2008 academic years we found, among other results, that students who have poor basic mathematics skills are less likely to succeed in the course. Those results lead to our second study, started in 2011 and recently completed, in which we implemented an early intervention program (required tutoring) for these students. We will discuss the results from both studies as well as how we believe assessment can actually be used for a purpose and not be the bane of our existence. (Received September 17, 2013)