



Virginia Public Higher Education Policy on the Assessment of Student Learning

Guidance Document on Implementation

issued: October 4, 2010

In keeping with its responsibility according to Code of Virginia, §23-9.6:1.10, on May 18, 2010 the State Council of Higher Education approved a new policy on the assessment of student learning by public higher education institutions—*Virginia Public Higher Education Policy on the Assessment of Student Learning*. This document provides guidance for public institutions to follow in satisfying reporting requirements of the new policy, including a reporting template for institutional plans as set out below.

According to Council policy, institutions have the prerogative to design and utilize methods of assessing the six Virginia competencies according to their missions and to do so on a timetable that aligns conveniently with their accreditation schedules. Each institution is responsible for reporting to SCHEV for each cycle of assessing the six Virginia competencies, (i) its plan for assessing the six competencies, and (ii) upon completion of the cycle, the results of such assessments and the uses to which they are put to improve undergraduate education. Included below is a template for reporting institutions' current plans.

Assessment *results* should be reported at an appropriate interval—normally within a year to eighteen months—following the completion of a given cycle of assessment. The format in which results are reported may vary by institution, and their presentation should be appropriate for an informed public audience, as they will be made available on SCHEV's website to the public and interested elements of state government. Reports of results should include, but need not be limited to, the following components:

- Indication that the six Virginia competencies have each been assessed at least once during the cycle in question
- Data-based description of student performance on the assessment of each competency, including how this performance compares with institutional standards
- Data-based description of institutional actions taken to improve student learning as a result of the assessment of each competency—such actions may include, but need not be limited to: reform of the undergraduate curriculum and/or modification of assessment methods to be implemented in the next cycle.

Each institution must submit—by ***February 1, 2011***—a completed Template (as below) delineating its plan for the current cycle of assessing the six Virginia competencies. The beginning and end of the cycle should be determined by the institution to accord with its accreditation schedule, and may include assessments of student learning that have been done since fall 2007 under Council’s prior assessment policy.

*Virginia Public Higher Education Policy on the Assessment of Student Learning
Template for Reporting Assessment Plans*

[INSTITUTION NAME]

Competency [Year(s) Assessed]	Definition	Standards	Description of Methodology
s			