



Balancing Policy, Practice and Purpose: Assessing the Quality of Undergraduate Education in Virginia

AAC&U Annual Meeting ~ January 26, 2018

The Virginia Plan for Higher Education (approved October 2014)

Goal #2: Optimize student success for work and life

- **Strengthen curricular options to ensure that graduates are prepared with the competencies necessary for employment and civic engagement**
- Provide effective academic and student services infrastructures focused on persistence and completion
- Increase on-time completion of certificates and degrees
- Engage adults and veterans in certificate and degree completion and lifelong learning

Priority Initiative #4:

Collaborate with institutions to measure the quality of undergraduate education, including civic engagement of graduates and relevance to demand occupations across regions of the state.

Policy on Assessment and Quality (approved July 2017)

- Six competencies: Critical thinking, written communication, quantitative reasoning, civic engagement, plus two of the institution's choice
- Each competency to be assessed at least once in a 6-year period, using direct methods (primarily)
- Publicly accessible reports, written for a general audience

Questions for discussion:

What is the context for assessment in your state or institution?

Are you (or is your state or institution) engaged in a similar policy development process?

To what extent is Virginia's approach transferable to your own circumstances?

Virginia Policy on Student Learning Assessment and Quality in Undergraduate Education:
<http://schev.edu/assessmentpolicy2017>

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