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Institutional Performance Standards and the Restructuring Act: Assessment Implications

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Facets of Assessment

1 – Educational Programs

(as mandated by the Restructuring Act Goal 4)

2 – Competencies or Assessment of Student
Achievement

(as mandated by the Code of Virginia as a duty of
the State Council of Higher Education)



Goals of the Restructuring Act

- 1 – Access
- 2 – Affordability
- 3 – Academic Offerings
- 4 – Academic Standards
- 5 – Student Progress and Success
- 6 – Enhanced Access (Articulation)
- 7 – Economic Development
- 8 – Research
- 9 – K-12 Partnerships



Meeting the Goals of the Act

- Institutional Performance Standards
- Six-Year Institutional Plans



Goal 4 – Academic Standards

- Ensure that the institution's academic programs and course offerings maintain high academic standards, by undertaking a continuous review and improvement of academic programs, course availability, faculty productivity, and other relevant factors



Goal 4 – Related IPS (Institutional Performance Standards)

- 4.A Institution reports on total programs reviewed under SACS criteria
- 4.B Institution maintains acceptable progress towards a target that decreases the annual number of lower division students denied enrollment in introductory courses
- 4.C Institution maintains acceptable progress towards a mutually agreed upon target that maintains or increases the ratio of degrees conferred per FTE faculty member



Assessing Institutional Performance

- State Council has adopted education-related measures and forwarded those to Governor and General Assembly
- Each measure has a minimum acceptable threshold of performance and a minimum standard of performance
- Not all measures apply to all institutions
- Additional measures (financial and administrative management) developed by the Secretary of Finance



Assessing Institutional Performance

- Final list of all measures (education-related, financial, and administrative management) to adopted by Governor and General Assembly in April 2006
- Beginning in 2007, SCHEV will render annual “certification” decisions on institutional responses to the goals as measured by the IPS
- Decisions are based on targets created by SCHEV and the individual institutions



Assessing Institutional Performance

- To be certified as meeting the performance standards, institutions must:
 - Successful demonstration of performance at or above the absolute minimum standard on all measures
 - Successful demonstration of continuing progress toward established targets
 - 15 – 18 targets for 4-year non-research institutions
 - 17 – 20 targets for research institutions
 - 14 – 17 targets for 2-year colleges
- Institutions certified as having met their benchmarks receive financial benefits (e.g., interest on tuition and fees)



Six-Year Institutional Plans

- Submitted on October 1 of odd-numbered years
- Contain academic, financial, and enrollment components
- Reviewed by SCHEV for disparities between plans and statewide needs and objectives
- Revisions to plans adopted by Council at its May 2006 meeting



CHANGES

- Reports of Institutional Effectiveness (ROIE) will no longer be used
- Assessment of student achievement now mandated by the Code of Virginia as a duty of the State Council



Assessment of Student Achievement

- Cycle 1 runs from 2002-2006 and includes biennial reporting of various pairs of competencies
- Competencies include writing and information technology literacy (pair 1 reported in 2002), quantitative reasoning and scientific reasoning (pair 2 reported in 2004), and oral communication and critical thinking (pair 3 to be reported in 2006)
- Cycle to repeat itself beginning in 2008



Assessment of Student Achievement End of Cycle Activities

- Assessment of Student Learning Task Force to convene in December 2005
- 18-member group with broad representation from the VCCS and senior institutions



Assessment of Student Learning Task Force

- Author a report entitled “Summary Report of Student Learning Assessments in the Commonwealth” to be published Fall '06
- Consider how assessment can be aligned with other key duties of the State Council (e.g., persistence/graduation, transfer and articulation, etc.)
- Formulate recommendation (due Fall '06) on future of assessment as a duty of the State Council
- If applicable, provide strategic direction and implementation procedures for Cycle 2 of Competency Assessments (2008-2012)



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