

Current catalog statement (p. 4)

Assessment

The purpose of assessment at Longwood is (a) to help individual students develop to their fullest potential and (b) to improve the educational programs of the institution. In the case of both the student and the institution, we intend to assess how effectively consensually-developed goals are being achieved, and based on these assessment data, we intend to generate recommendations and plans of action that will help achieve these goals.

In 1986 the Virginia Senate adopted Joint Resolution 83 directing state institutions of higher education to “establish assessment programs to measure student achievement.” Additionally, the Southern Association of Colleges and Schools requires for accreditation that an institution “must define its expected educational results and describe how the achievement of these results will be ascertained.” (Criteria for Accreditation: Commission on Colleges, Section III: Institutional Effectiveness, 1989.)

Student participation is therefore required. Students who fail to participate may lose their priority ranking for registration and housing. The institution may withhold transcripts for three months for graduating seniors who fail to participate.

Proposed catalog statement

Assessment

Continuous assessment is a fundamental characteristic of institutional accreditation as defined by the Commission on Colleges of the Southern Association of Colleges and Schools. The Commonwealth of Virginia requires that public universities measure students’ academic achievement. Longwood University requires all students to participate in assessment as a condition of graduation.

The purpose of assessment at Longwood is (a) to help individual students gauge their learning and (b) to improve the educational programs of the institution. In the case of both the student and the institution, we intend to assess how effectively consensually-developed goals (for example, core competencies and student learning outcomes in general education and the majors) are being achieved, and, based on these assessment data, we intend to generate recommendations and plans of action that will help achieve these goals.

Assessment may take different forms (standardized testing, submission of portfolios, evaluation of papers or research projects according to a common rubric, etc.) and may involve different configurations of students (a randomly-selected group, all the graduating majors in a particular discipline, the students in a specific class, etc.).

Assessment results are reported within the institution and to external audiences. Longwood does not report individual student scores, but each student has an impact on overall scores. Student participation is therefore required. Students who fail to participate may lose their priority ranking for registration and housing. The institution may withhold transcripts for three months for graduating seniors who fail to participate.

When assessment does not take place as part of a regularly-scheduled course, students will be contacted by email at least two weeks in advance of the required assessment. Students will be excused from this assessment in the same manner as they may be excused from a Longwood class (see the student handbook or university catalog) or a makeup time will be provided.

Rationale: The current statement contains outdated references and is less than complete. The proposed statement tries to give a better explanation of assessment for students.

Approved by EPC on 11/30/10 _____

Faculty Senate _____
Date Signature

Received by the Registrar _____
Date Signature
