



8. The methods (qualitative, quantitative or a combination) that will be used to collect data for demonstrating achievement of a desired result and a timeframe of when the data are collected;
  9. The specific findings that will constitute achievement (e.g., targets for success); and
  10. The procedures that will be followed for communicating assessment findings to appropriate stakeholders and for incorporating a review of assessment findings into annual operational planning.
- c. Assessment *reports* present data on relevant outcomes and should highlight strengths and weaknesses revealed through assessment activities. A discussion of assessment findings and how the findings will be used to implement changes in curriculum or operations is important. If changes are needed in assessment procedures, they should be explained in this report. The key components of the report include the *results* and how the results *will be used* to improve operations or student learning. Report components include:
- Operational or student learning outcomes (OOs or SLOs);
  - Assessment methodology (methods that were used to collect data for demonstrating achievement);
  - Targets for success;
  - Findings and analysis of results;
  - Action plan if target was not met or the program desires further improvement;
  - Comments regarding previous action plans implemented and improvements made to operations

disaggregated by mode of instruction and compared. Additionally, three additional assessments must be conducted on an annual basis for programs offering virtual instruction: (a) a grade distribution analysis that analyzes pass, fail, and withdrawal rates, (b) a retention analysis that examines persistence rates, and (c) survey seniors in order to determine their satisfaction with the program. For each assessment, data will be disaggregated by in-person and (if applicable) online participation in the program or service.

**6. Program-Level Assessment Plan**

The program-level assessment plan will identify the program-level goals and objectives to be assessed during the forthcoming year and provide a brief statement of the assessment activities that will be used.

**Assessment v. Operations Reports and Plans**

The assessment reports and plans may be presented as stand-alone documents or embedded within other annual reports (i.e., operation reports) and annual plans (i.e., operation plans).

**7. Assessment Cycles**

All unit-level outcomes and program-level outcomes should be assessed at least once within a five-year period. Student learning outcomes should be assessed at least once every three years.

**8. Filing of Assessment Reports and Plans**

Program-level reports and plans will be submitted to the Strategic Planning Committee and the Superintendent. An electronic copy of each unit-level report and plan and each program-level report and plan will be submitted to the Office of Assessment and Institutional Research. The OAIR staff will maintain a central repository for Institute assessment activities needed to support various reporting requirements of the Commonwealth (SCHEV) and SACSCOC.

**9. Due Dates for Reports and Plans:**

Program-level assessment reports and plans are used in the annual updating of the  
Program-level reports  
and plans will be submitted in accordance with the attached Schedule. The purpose of this schedule is to facilitate a timely use of assessment and evaluation evidence in setting operational priorities and to further encourage the ongoing documentation of evidence-based planning and budgeting. Because the findings of unit-level reports and plans are used in the preparation of program-level reports and plans, program heads should ensure that unit-level reports are submitted in a timely manner.

FOR THE SUPERINTENDENT:

John M. Young  
Lieutenant Colonel, Virginia Militia

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Figure 1. Institutional Planning and Effectiveness

