

**1. When evaluating success with respect to student achievement in relation to the institution's mission, the institution includes, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.**

- Compliance
- Partial Compliance
- Non-compliance

**Narrative:**

Part of the mission of Virginia Commonwealth University states: "The university is dedicated to educating full-time and part-time students of all ages and backgrounds . . . so they may realize their full potential as informed, productive citizens with a lifelong commitment to learning and service." As part of its efforts to evaluate the success of achieving this mission, VCU tracks a variety of measures, including first-year retention rates; number and types of degrees awarded; first-time, full-time [graduation rates](#) after six years of enrollment; and alumni surveys that include job placement. Several of these measures are reported to the State Council of Higher Education for Virginia (SCHEV) in various reports, such as the Reports on Institutional Effectiveness ([ROIE](#)).

Capitalizing on the capabilities of *WEAVEonline™*, every academic unit within the University now has the ability to track student achievement in a variety of ways including, but not limited to, licensure rates, job placement rates, graduate school placement rates, and graduating seniors/alumni satisfaction surveys. The following is a sample of the processes and/or findings of the various schools related to these measures of success.

School of Allied Health Professions: The School tracks student achievement through its departmental programs based on their respective accrediting requirements. In Clinical Laboratory Sciences, for example, over the last five years an average of 77% of first-time candidates nationally passed national exams while 88% of VCU graduates passed. The job placement rate for Master of Health Administration graduates over the last three years has been 100%. In Nurse Anesthesia, 100% of VCU's first-time test takers passed the National Certification Examination, compared with 82% at the national level.

School of Business: The School maintains records of all completion data, which are made available to both administrators and faculty. It also monitors pass rates on standardized exams; for example, VCU's first-time pass-rate percentage on the CPA test has been among the highest within the Commonwealth for the past several years.

School of Dentistry: For the School, graduation rates in the B.S. and D.D.S. programs have been consistently greater than 90% and the first-time pass rate

on the National Dental and Dental Hygiene Board Examinations has also been consistently greater than 90%; job placement rates for all programs is virtually 100%. Graduation rates in the M.S. program is 100%.

School of Engineering: The School uses a variety of methods to measure its effectiveness and relevance to its students and graduates. Internship evaluations provide an opportunity to review students' skills, attitudes, and work ethic. Job placements for the first three classes of undergraduates have been very strong; companies hiring those graduates include IBM, DuPont, Lockheed-Martin, Motorola, Dow Corning, and Philip Morris. Graduate school placements also have been notable with students accepted at MIT, Stanford Medical School, Georgia Tech, and University of Colorado.

School of Nursing: Undergraduate program employment, undergraduate program licensure examination pass rates, and graduate program certification examinations pass rates are tracked. When the pass rate on undergraduate licensure exams dropped to near the bottom of the School's benchmark in 2000, a testing program with mandatory remediation for students was instituted; the pass rate for graduate in May 2002 was 98.1%, which exceeded both state and national rates.

School of Social Work: A recent survey of B.S.W. and M.S.W. graduates found that 79% of B.S.W. graduates responding reported their primary employment is in social work, and 93% of M.S.W. graduates responding reported their primary employment in social work.

This Mandate includes both internal and external measures of student achievement. The University is concerned with these measures but goes beyond in assessing student achievement and pursuing continuing quality improvement.