



LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

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Slr 6/13/18
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TO: Dr Monty Sullivan
LCTCS President

THROUGH: Dr. René Cintrón
Chief Academic Affairs Officer

FROM: Dr. Adrienne Fontenot
Director of Adult Learning and Educational Programs

DATE: May 25, 2018

SUBJECT: Review and Advisement: Revision to combine LCTCS Policy #1.014
"Assessment" and LCTCS Policy #1.010 "Program Assessment"

FOR BOARD ACTION

Recommendation: Staff recommends that the Board receive for review and advisement the attached revisions to LCTCS Policy #1.014 "Assessment" to include LCTCS Policy #1.010.

Background: At the request of the Accreditation Liaison Peer Group and the Chief Academic Officers, Policy #1.014 and Policy #1.010 have been updated and combined as a two-part policy to address institutional research and institutional effectiveness functions as it pertains to Southern Association of College and Schools Commission on Colleges (SACSCOC) and Council on Occupational Education (COE) accreditation standards for assessing student achievement and program/student learning outcomes. These revisions differ from previous versions of LCTCS Policy #1.010 and #1.014 in that they add the necessary guidance in driving a systematic and on-going process of assessing the necessary components that ensure institutional growth and quality.

The first part, student achievement/success, defines the criteria that measures student achievement with the expectation that each institution maintains a written plan to ensure processes for monitoring and responding to student achievement. The second part, student outcomes/instructional programs, outlines the necessary components to assess the academic quality and instructional rigor of programs.

History of Prior Actions: The original LCTCS Policy #1.010 was approved in December of 2001, and the original LCTCS Policy #1.014 was approved in November of 2001.

Fiscal Impact: N/A

Benefits to the System: If approved, revisions to Policy #1.014 that include Policy #1.010 will strengthen institutional strategic planning, transparency, and ensure quality and rigor of program offerings.

Monty Sullivan
Approved for Recommendation to the Board
Dr. Monty Sullivan

6-13-18
Date

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # 1.014

Title: ASSESSMENT

Authority: Board Action	Original Adoption:	11/14/2001
	Effective Date:	11/14/2001
	Last Revision:	Initial

Student Achievement/Success

In accordance with federal guidelines, LCTCS institutions are expected to document and publish success with respect to student achievement. For each institution, the criteria for documenting student success are to be consistent with the College's mission, the student population served, the types of programs offered, and the standards of the institution's accrediting body. Examples of appropriate criteria include but are not limited to: enrollment data, including course completion, retention, graduation or transfer rates; job placement rates; percentage of students passing state and/or national credentialing or licensure examinations; and employer satisfaction with graduates. Equally important is the establishment of goals and objectives for student achievement for all criteria. Each institution is expected to have a written plan to ensure that processes for monitoring and responding to measures of student achievement are systematic and ongoing. In addition, each institution is expected to develop and implement plans for improvement whenever goals or objectives for student achievement are not met. Criteria for student achievement, goals for each criterion, written plans for assessment processes, and publication are integral to each institution's Strategic Plan and, along with the results of such measures, are expected to be available to the public.

Student Outcomes, Instructional Programs

A continuous assessment of the academic quality and instructional rigor of all programs is a necessary component of institutional effectiveness. For each institution, expected student outcomes for each instructional program are to be consistent with the college mission, the student population served, the type of program offered, and the standards of institutional and programmatic accrediting bodies. For each instructional program, the institution identifies appropriate assessment measures, assesses the extent to which the outcomes have been achieved, and provides evidence of seeking improvement based on the analysis of the results. Assessment of student outcomes for instructional programs may be included in a comprehensive program review process that include, but not limited to: program mission and purpose, program goals; program accreditation; advisory board/committee involvement; community partnerships; academic profile, analysis of enrollment, retention, completion and job placement, curriculum, faculty/staff activities and development, planning and effectiveness, facilities and equipment, cost effectiveness, learning outcomes, analysis, recommendations, actions and approvals.

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # 1.010

Title: PROGRAM ASSESSMENT

Authority: Board Action

Original Adoption: 03/14/2001

Effective Date: 03/14/2001

Last Revision: Initial

Instructional Programs

~~A continuous assessment of the quality of instructional programs of the campuses/institutions is fundamental. Further, it is required by institutional acreditors and by Louisiana statute. Such assessment should include, but shall not be limited to, the evaluation of: the level of preparedness of first time freshmen, academic preparedness of continuing students through competency tests, evaluation of graduating student academic performance, retention/attrition studies, program/course evaluation, the attainment of professional acereading/credentialing standards as required by industry, students passage rate of certification and licensure examinations in their respective fields of study, ease of program articulation and transferability to other institutions, and the attainment of applicable programmatic professional accreditation as required by the LCTCS Board of Supervisors and/or the Board of Regents.~~

Commented [1]: Recommendation is to delete policy 1.010

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # 1.014

Title: ASSESSMENT

Authority: Board Action	Original Adoption:	11/14/2001
	Effective Date:	11/14/2001
	Last Revision:	Initial

Student Achievement/Success: IR-based Assessments

In accordance with federal guidelines, LCTCS institutions are expected to document and publish success with respect to student achievement. Each institution is to identify the criteria for documenting student success that are consistent with its mission, the student population it serves, the types of programs offered, and the standards of institutional accrediting bodies. Examples of appropriate criteria include but are not limited to enrollment data; course completion, retention, graduation, or transfer rates; job placement rates; percentage of students passing state and/or national credentialing or licensure examinations; and employer satisfaction with graduates. Equally important is the establishment of goals or thresholds for student achievement for all criteria. Each institution is expected to have a written plan to ensure that the processes for monitoring and responding to measures of student achievement are systematic and ongoing. In addition, each institution is expected to document efforts to meet expectations in the event that it finds that it has fallen short of its self-identified or accreditor-mandated threshold of student achievement or success for a given criterion.

Nunez/Lenny:

SLCC/Bridget:

BRCC/Lucas:

Assessment of the academic progress of continuing current students is necessary and methods of student assessment that can drive instructional program assessments are strongly encouraged. Such studies/methods may be conducted at the departmental, institutional, and/or LCTCS Board, and/or Board of Regents level(s). They may include, but are not limited to, the evaluation of the levels of preparedness of first-time entering students, freshmen, academic assessment of continuing students through competency testing, evaluation of program graduates, retention/attrition studies, program/course evaluations, policy evaluations, admission standards for specific programs, and various customer (student, employer, etc.) satisfaction measures.

Commented [MM2]: This revision is paraphrased from the SACSCOC Resource Manual for the 2018 Principles of Accreditation: Foundations for Quality Enhancement, p. 66, and the COE Handbook of Accreditation (2017 edition), pp. 61-62).

Commented [MM3]: Please enter additional criteria that should be considered (and added to the narrative in the first paragraph).

Commented [4]: Detail methods of student assessment that can drive instructional program assessments.

Commented [MM5]: I have not deleted what was provided for the 4/5/2018 meeting (below).

Student Outcomes, Instructional Programs: IE-based

A continuous assessment of the academic quality/instructional rigor of all programs is a necessary component of institutional effectiveness. For each institution, the expected student outcomes for each program are to be consistent with its mission, the student population served, the types of programs offered, and the standards of institutional accrediting bodies. Such studies may be conducted at the departmental, institutional, LCTCS Board, and/or Board of Regents' level(s). They may include, but are not limited to, the evaluation of the levels of preparedness of first-time entering freshmen, academic assessment of continuing students through competency testing, evaluation of program graduates, retention/attrition studies, program/course evaluations, policy evaluations, admission standards for specific programs, and various customer (student, employer, etc.) satisfaction measures. For each instructional program, (The institution identifies expected student outcomes, identifies appropriate assessment measures, assesses the extent to which the outcomes have been achieved, and provides evidence of seeking improvement based on the analysis of the results. Each institution is expected to have a written plan to ensure that the processes for monitoring and responding to measures of student outcomes at the program level is systematic and ongoing.
in educational programs, that include student assessments as a measurement.

Commented [MM6]: The draft of this section is paraphrased from the SACSCOC Resource Manual for the 2018 Principles of Accreditation: Foundations for Quality Enhancement. Standard 3 in the COE Handbook of Accreditation includes only the following with regard to 'program outcomes':
To verify that the institution evaluates program outcomes through a systematic plan for assessing program effectiveness, efficiency, and relevance by achieving specified quantitative requirements with respect to: (a) program completion, (b) job placement, and (c) licensure examinations.

Assessment of student outcomes for instructional programs may be included in a comprehensive program review process that may include, but is not limited to: [ALL: please provide examples of what your institutions include in a comprehensive program review.]

Nunez/Lenny:

SLCC/Bridget:

BRCC/Lucas:

From the definitions sent by Erica:

Assessment: The evaluation or estimation of the nature, quality, or ability of someone or something. (Webster Dictionary).

Qualitative Assessment: A measure of data that does not lend itself to quantitative methods but rather to more subjective and interpretive criteria.

Quantitative Assessment: Refers to the collection of information that can be analyzed using operational definitions and empirical data.

Student Assessment: Defined as the academic progress of continuing students (LCTCS Policy 1.014)