



LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

Changing Lives,
Creating Futures

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TO: Dr Monty Sullivan
LCTCS President
THROUGH: Dr. Rene Cintron
Chief Academic Affairs Officer
FROM: Dr. Adrienne Fontenot
Director of Adult Learning and Educational Programs
SUBJECT: Revision to combine LCTCS Policy #1.014 "Assessment" and LCTCS
Policy #1.010 "Program Assessment"
DATE: August 20, 2018

APPROVED

SLK 9/12/18
LCTCS BOARD OF SUPERVISORS

FOR BOARD REVIEW AND ACTION:

Recommendation: Staff recommends that the Board approve the attached revisions to
LCTCS Policy #1.014 "Assessment" to include Policy #1.010.

Background: At the request of the Accreditation Liaison Peer Group, 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. The previous versions of LCTCS Policy #1.010 and
#1.014 lacked 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 signature
Approved for Recommendation to the Board
Dr. Monty Sullivan

9-12-18
Date

**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.014**

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**Title: ASSESSMENT**

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

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**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**

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**Title:** PROGRAM ASSESSMENT

Authority: Board Action

Original Adoption: 03/14/2001  
Effective Date: 03/14/2001  
Last Revision: Initial

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**Instructional Programs**

A continuous assessment of the quality of instructional programs of the campuses/institutions is fundamental. Further, it is required by institutional accreditors 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 accrediting/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 # 1.010

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Title: \_\_\_\_\_

Deleted: **PROGRAM ASSESSMENT**

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Authority: Board Action

Original Adoption: 03/14/2001  
Effective Date: 03/14/2001  
Last Revision: Initial

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Deleted: **Instructional Programs¶**

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LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM  
Policy # 1.014

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Title: **ASSESSMENT**

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Authority: Board Action

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

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**Student Achievement/Success: IR-based**

**Deleted: 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 current students is necessary and methods of student assessment that can drive instructional program assessments are strongly encouraged. Such methods may be conducted at the departmental, institutional, and/or LCTCS Board level(s). They may include, but are not limited to, the evaluation of the levels of preparedness of entering students, academic assessment of continuing students, 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.

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### 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. 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.

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)

**Deleted:** 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.

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**Deleted:** in educational programs, that include student assessments as a measurement.