

**LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM**  
**Policy # 1.109**

**Title: STUDENT GOAL SETTING AND CORE MEASURES**

Authority: Board Action

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Adult learners enter adult education programs for any number of reasons, which are reflective of the students' educational, vocational, and personal goals. The goal setting process occurs at intake and is intended to define the areas to focus instruction and learning.

National Reporting System requires states to automatically report the follow up measures for all students who meet certain criteria. Follow up measures for each student shall be determined at intake by the criteria listed below and entered in the statewide data management system. For NRS reporting purposes, the data system will automatically designate the cohort for each applicable follow up measure.

| <b>Follow Up Measure</b>          | <b>Criteria</b>   |
|-----------------------------------|---|
| Enter Employment                  | Learners who are not employed at time of entry <i>and in the labor force</i> who exit during the program year.  |
| Retain Employment                 | Learners who, at time of entry, were not employed <i>and in the labor force</i> , who are employed in the first quarter after exit quarter, <b>and</b> learners employed at entry.  |
| Receipt of a Secondary Credential | All enrolled learners <i>who take all GED tests, or are enrolled in adult high school at the high ASE level, or are enrolled in the assessment phase of the External Diploma Program (EDP)</i> who exit during the program year.  |
| Enter Post-Secondary or Training  | All learners <i>who passed the GED tests or earned a secondary credential while enrolled in adult education, or have a secondary credential at entry, or are enrolled in a class specifically designed for transition to postsecondary education</i> who exit during the program year. A transition class is a class that has a specific purpose to prepare students for entry into postsecondary education, training or an apprenticeship program. |

Instructional goals should be reviewed upon reassessment of the student and updated accordingly. It is the role of the adult education instructor or coordinator to provide students with guidance on how to set and work toward meeting learning goals. Adult education instructors and coordinators will discuss with students the time frame to meet goals and discuss accessible resources for working toward the goal.