

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # 1.014

Title: ASSESSMENT

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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.