



Compliance Certification

Class of 2025

Lamar Institute of Technology
855 E. Lavaca St.
Beaumont, TX 77705

Compliance Certification

submitted by:

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Part 1. Signatures Attesting To Compliance Signatures Attesting To Compliance
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Compliance Status: Compliant

By signing below, we attest to the following:

1. That Lamar Institute of Technology has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Standards contained in the *Principles of Accreditation*.
2. That Lamar Institute of Technology has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.
3. That Lamar Institute of Technology has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

Accreditation Liaison: Kenneth J. Mason

Signature:

Date: February 23, 2024

Chief Executive Officer: Sidney E. Valentine, PhD

Signature:

Date: February 23, 2024

Part 2. List Of Substantive Changes Approved Since The Last Reaffirmation

List Of Substantive Changes Approved Since The Last Reaffirmation

2.0 List Of Substantive Changes Approved Since The Last Reaffirmation

Compliance Status: Compliant

Narrative	
Approval Date	Description of Substantive Change
April 20, 2017	Silsbee High School approved as an OCIS
July 26, 2017	Beaumont ISD Early College High School approved as an OCIS
August 2, 2019	Automotive Collision Repair approved as a new program
August 2, 2019	Graphic Design approved as a new program
May 21, 2021	Deep East Texas College and Career Alliance Center approved as an OCIS
May 21, 2021	Burkeville High School approved as an OCIS
May 21, 2021	Ross S. Sterling High School approved as an OCIS
August 13, 2021	Lumberton, Newton, and Woodville High Schools approved as OCIS
December 3, 2021	Associate of Science in Engineering Technology approved as a new program
December 3, 2021	Associate of Applied Science in Commercial Electrical Technology, Level II Certificate in Commercial Electrical Technology, and Level I Certificate in Commercial Electrical Technology approved as new programs
December 3, 2021	Level I Certificate in Plumbing approved as a new program
June 30, 2022	Gateway approved as OCIS by Extensive Review
June 30, 2022	Kashmere and Yates High Schools approved as OCIS by Extensive Review
June 30, 2022	Goose Creek Memorial and Robert E. Lee High Schools approved as OCIS by Extensive Review
November 10, 2023	Associate of Applied Science in Logistics and Supply Chain Management and Level 1 Certificate in Logistics Management approved as new programs.

Part 3. Institutional Assessment Of Compliance Institutional Assessment Of Compliance

Section 1 The Principle of Integrity

- 1.1 The institution operates with integrity in all matters. (Integrity) [CR; Off-Site/On-Site Review]**
(Note: This principle is not addressed by the institution in its Compliance Certification)

Compliance Status: Compliant

Section 2 Mission

- 2.1 The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. (Institutional mission) [CR]**

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning.

Mission

State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.01 "Board of Regents. The organization, control, and management of the state university system is vested in the Board of Regents, Texas State University System,"[1] gives authority to the Texas State University System (TSUS) Board of Regents (BOR) oversight of the TSUS and its' components.

As stated in The Texas State University System Rules and Regulations, Chapter 1, "Board of Regents," Section 2 "Authority," Subpart 2.2[2], "The board is responsible for regularly reviewing (February 2019[3], December 2020[4], November 2023[5]) institutional missions and strategic plans."

The mission statement of LIT is a single statement and shows the distinctiveness of the institution by ensuring that LIT will always be innovative in everything it does. As a technical college, innovation is key in our programs to ensure that all our graduates are ready not only for the immediate workforce but ready to be the workforce of the future as well.

The mission of LIT, as stated in the College Catalog, along with the goals and values are as follows:

Mission Statement

The mission of Lamar Institute of Technology is to provide innovative teaching and learning for tomorrow's workforce.

Strategic Goals

Our mission statement is in alignment with our three college strategic goals:

1. Increase Student Access, Success, and Reduce Debt

We will eliminate enrollment barriers, create a positive culture that encourages educational attainment, and control student costs.

2. Be more Responsive to the Community and Industry

While the 'LIT brand' expands statewide, we will remain a neighborhood college, bridging the gap between community revitalization and future workforce development.

3. Promote Institutional Excellence

LIT employees will be 'active partners' in meaningful training and innovation that leads to institutional excellence.

Core Values

Lamar Institute of Technology adopted five Core Values.

Community

We cultivate partnerships that develop solutions to community challenges, which are important to economic vitality and quality of life.

Excellence

We strive for excellence in instruction and service by upholding high academic and professional standards, providing a quality educational environment, and continuously seeking improvement in all aspects of our work.

Innovation

We pursue excellence in teaching and learning through encouragement and support of creativity, experimentation, imagination, originality, entrepreneurial spirit, and visionary leadership.

Integrity

We strive to demonstrate high standards of ethical conduct and to celebrate honesty, openness, and trust.

Civility

We are committed to diversity, inclusion, and respect the opinions and perspectives of others, even if they differ from our own. At LIT, everyone is welcome.

The mission statement is consistent across all LIT publications including: the College Website[6], the College Catalog[7], the Strategic Plan 2020-2025[8], and the LIT Style Guide[9].

Appropriate for Higher Education

State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 96. Institutions of the Texas State University System, Subchapter E. Lamar University and Related Institutions, Section 96.703 "Lamar Institute of Technology,"[10] defines the primary mission of LIT:

- (a) In the city of Beaumont, the board shall establish and maintain a lower-division institution of higher education as a separate degree-granting institution to be known as Lamar Institute of Technology.

- (b) The primary purpose of the institute is to teach technical and vocational courses and related supporting courses. The board may confer degrees appropriate to the institute's curriculum.

The LIT mission statement is appropriate to both this legislative definition and to a SACSCOC Level I Institution of Higher Education[11] as it not only addresses workforce (technical and vocational) programs but also strives to be innovative in both the content and delivery of those programs. An example of a mission-driven program at LIT is Process Operating Technology program[12]. This program was developed to provide postsecondary educational opportunities in the College's service district to prepare students for immediate employment in the petrochemical workforce industry, thus supporting both local and regional economic development.

The LIT mission statement describes the distinctiveness of LIT and its values by not only ensuring that teaching and learning is at the core of the College and all its programmatic options, but also that the College is community focused, strives for excellence and innovation all while leading with integrity.

Guided by the College's core values[13], LIT assists all people of its service district regardless of economic, social, or educational background to achieve success. This is best exemplified by the fact that the College's service district is comprised of a diverse population, many of whom are first-time-in-college (FTIC) and low-income students. In spite of this, the College has achieved a 92% placement rate of its graduates[14].

Teaching and Learning

As shown in Table 2.1-1 "Elements of the LIT Mission Statement," the LIT Mission is a single statement that addresses teaching and learning as well as workforce. This statement addresses all programs at the College to include certificates, associate of applied science degrees, associate of science degrees, and associate of arts degrees.

Mission Element	Criteria Addressed
Teaching and Learning	Completing a certificate to prepare student to enter the workforce or pursue an associate degree.
	Completing an associate degree to prepare student to enter the workforce or pursue a baccalaureate degree.
	Completing the "Core Complete" general education program to prepare students to pursue educational options at LIT, or any state institution that participates in the Texas Common Core Numbering System, while having completed their general ed core requirements prior to admission.
	Participating in workforce co-ops and internships that prepare students to enter the workforce, "work ready," requiring little to no additional training for entry level positions.

Workforce	Participating in industry tours to allow both dual credit and traditional college students to explore career options prior to selecting a major field of study.
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Section 3 Basic Eligibility Standard

3.1.a An institution seeking to gain or maintain accredited status has degree granting authority from the appropriate government agency or agencies. (*Degree-granting authority*) [CR]

Compliance Status: Compliant

Narrative

The College is seeking to maintain accredited status and has degree-granting authority from the appropriate government agency or agencies. Lamar Institute of Technology (LIT) is part of the Texas State University System (TSUS) which is governed by a Board of Regents. The College is defined in State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 96. Institutions of the Texas State University System, Subchapter E. Lamar University and Related Institutions, Section 96.703 “Lamar Institute of Technology,”[1]. This Section defines LIT as: “(a) In the city of Beaumont, the board shall establish and maintain a lower-division institution of higher education as a separate degree-granting institution to be known as Lamar Institute of Technology. (b) The primary purpose of the institute is to teach technical and vocational courses and related supporting courses. The board may confer degrees appropriate to the institute's curriculum.” State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.24 “Admission; Diplomas and Certificates. The board may determine the conditions on which students may be admitted to the universities, the grades of certificates issued, the conditions for the award of certificates and diplomas, and the authority by which certificates and diplomas are signed”[2] gives authority to the Texas State University System (TSUS) Board of Regents (BOR) to grant degrees, diplomas, and certificates.

Texas State University System Rules and Regulations, “Chapter One: The Board of Regents,” Section Two “Authority,” Subsection 2.41 states “Award. The *Texas Education Code, Section 95.24*, authorizes the Board to determine conditions for the award of degrees, certificates and diplomas. **The Board hereby delegates to the President of each Component** authority to grant degrees, certificates and diplomas upon the recommendation of the respective faculty, deans, and provosts. All such degrees, certificates and diplomas shall bear the signatures of the Component President, the System Chancellor, and the Chairman of the Board of Regents.[3]

The College received its authorization as a degree granting institution from the State of Texas in State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 96. Institutions of the Texas State University System, Subchapter E. Lamar University and Related Institutions, Section 96.703 “Lamar Institute of Technology,”[1] and has been in continuous operation since 1995. Section 96.703 “Lamar Institute of Technology” also provides overall authority for LIT to grant Associate of Applied Science (AAS) degrees, Associate of Arts (AA) degrees, Associate of Science (AS) degrees, and certificates.

The College does not offer degrees internationally. The College does report program changes to the Board of Regents during its regularly scheduled quarterly meetings as shown in the following attachments (BOR Meeting February 2022[4], May 2023[5], November 2023[6]) as required in Texas State University System Rules and Regulations, “Chapter Three. System – Component Operations,”

Subsection 5.11 “Approval of Requests.” This subsection states that “Each request for degree programs or departments requires approval by the Board of Regents and the Texas Higher Education Coordinating Board before being included in the catalog.”[7]

LIT offers no degrees at branch campuses or off-campus instructional sites located in other states or other countries. However, the College is a member[8] of the National Council of State Authorization of Reciprocity Agreements (NC-SARA)(LIT Agreement)[9]. According to NC-SARA[10],” The National Council for State Authorization Reciprocity Agreements (NC-SARA) is a private nonprofit organization [501(c)(3)] that helps expand students’ access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs. Recognizing the growing demand for distance education opportunities, higher education stakeholders – including state regulators and education leaders, accreditors, the U.S. Department of Education, and institutions – joined together in 2013 to establish the State Authorization Reciprocity Agreements (SARA), which streamline regulations around distance education programs. In partnership with four regional compacts, NC-SARA helps states, institutions, policymakers, and students understand the purpose and benefits of participating in SARA. Today, more than 2,200 institutions in 49 member states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands all voluntarily participate in SARA.”

3.1.b An institution seeking to gain or maintain accredited status offers all course work required for at least one degree program at each level at which it awards degrees. (For exceptions, see SACSCOC policy "Documenting an Alternative Approach.") (*Course work for degrees*) **[CR]**

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) offers all coursework for every degree program offered at the associate, and certificate level. This encompasses all programs and degrees currently offered by the College, a SACSCOC Level I institution authorized to offer associate degrees and certificates.

All coursework offered for every degree and certificate offered at LIT is instructed by faculty members who are employed by the College and no arrangements exist with other institutions to provide these courses or degrees. All program requirements for each degree/program offered in its entirety at LIT are available in the College Catalog[1]. Supporting evidence of program completion is provided through redacted transcripts. Program requirements and a redacted transcript for each degree awarded per department are listed in Table 3.1.b-1 "Evidence of Degree Awarded/Program Offered."

Table 3.1.b-1 Evidence of Degrees Awarded/Programs Offered				
Department	Degree Awarded	Program Name	Program Requirements	Redacted Transcript
Allied Health and Sciences	Associate of Science	Health Sciences	X[2]	X[3]
	Associate of Applied Science	Radiologic Technology	X[4]	X[5]
	Certificate	Health Informatics	X[6]	X[7]
Business Technologies	Associate of Arts	Business	X[8]	X[9]
	Associate of Applied Science	Cyber Security and Networking	X[10]	X[11]
	Certificate	Graphic Design	X[12]	X[13]

General Education and Developmental Studies	Associate of Arts	General Studies	X[14]	X[15]
	Associate of Arts	Teaching	X[16]	X[17]
Public Service and Safety	Associate of Science	Criminal Justice	X[18]	X[19]
	Associate of Applied Science	Paramedic	X[20]	X[21]
	Certificate	Emergency Medical Technician	X[22]	X[23]
Technology	Associate Applied of Science	Process Operating Technology	X[24]	X[25]
	Associate of Applied Science	HVAC	X[26]	X[27]
	Certificate	Utility Line Technology	X[28]	X[29]

3.1.c An institution seeking to gain or maintain accredited status is in operation and has students enrolled in degree programs. (Continuous operation) [CR]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT), is defined in State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 96. Institutions of the Texas State University System, Subchapter E. Lamar University and Related Institutions, Section 96.703 "Lamar Institute of Technology,"[1]. This Section defines LIT as: "(a) In the city of Beaumont, the board shall establish and maintain a lower-division institution of higher education as a separate degree-granting institution to be known as Lamar Institute of Technology. (b) The primary purpose of the institute is to teach technical and vocational courses and related supporting courses. The board may confer degrees appropriate to the institute's curriculum." The College has been in continuous operation, as a standalone institution, since 1995 and has been in continuous operation. Other than breaks between terms, there have been no periods where the College has had no students or did not offer courses.

Table 3.1.c-1 "Certified Program Enrollment" lists enrollment in all associate degrees, Associate of Science Degrees, and Certificates offered by the College in the following academic terms: Fall 2022, Spring 2023, Summer 2023, and Fall 2023.

Table 3.1.c-1 Certified Program Enrollment				
	Fall 2022	Spring 2023	Summer 2023	Fall 2023
Associate of Arts Degrees (AA)				
<i>Department of Business Technologies</i>				
Business	144	125	52	121

Department of General Education and Developmental Studies				
General Studies	216	154	75	155
Teacher Education	53	52	75	58
Associate of Science Degrees (AS)				
Department of Allied Health and Sciences				
Biological Science	96	75	38	68
Health Sciences	195	470	209	670
Department of Public Service and Safety				
Criminal Justice	70	49	16	60
Department of Technology				
Engineering	25	21	5	30
Associate of Applied Science Degrees (AAS)				
Department of Allied Health and Sciences				
Child Care Development	32	27	4	27
Dental Hygiene	56	53	28	53
Diagnostic Cardiac Sonography	18	10	20	21
Diagnostic Medical Sonography	18	10	19	21
Health Information Technology	51	56	34	64
Occupational Safety and Health	36	34	8	34
Radiologic Technology	59	58	50	47
Respiratory Care	49	41	35	30
Department of Business Technologies				
Accounting Technology	46	36	18	55
Business and Computer Information Systems	19	12	1	8
Computer Information Systems	-	4	4	24
Computer Networking and Troubleshooting Technology	41	19	1	7
Cyber Security and Networking Technology	5	46	21	68
Cyber Security Technology	38	17	1	5
Graphic Design	21	20	6	26
Management & Entrepreneurship	10	14	10	28
Management Development	41	30	6	8
Office Technology	-	-	-	-
Real Estate	40	33	24	43
Web Design	10	4	-	3
Department of Public Service and Safety				
Criminal Justice Security Threat Groups	10	7	-	5
Criminal Justice CSI Tech	24	16	8	19
Emergency Management and Homeland Security	12	8	3	3
Emergency Medical Services	14	11	10	11
Homeland Security CSI Tech	1	-	-	-
Department of Technology				

Advanced Engine Technology	23	16	2	23
Analyzer Technology	2	3	3	4
Commercial Electrical Technology	-	1	1	1
Computer Drafting Technology	76	77	28	80
Heating, Ventilation, and Air Conditioning	20	12	7	17
Industrial Mechanics Technology	22	21	3	14
Instrumentation Technology	188	163	70	200
Process Operating Technology	298	265	133	296
Welding Technology	48	41	7	41
Certificates				
<i>Department of Allied Health and Sciences</i>				
Advanced Technical Certificate in Diagnostic Medical Sonography	-	-	-	-
Advanced Technical Certificate in Diagnostic Cardiac Sonography	-	-	-	-
Childcare Administrator	7	4	-	2
Childcare and Development	1	8	1	-
Child Development Associate	20	1	-	11
Environmental Technology	-	-	-	-
Health Informatics	21	17	4	13
Medical Coding Specialist	19	17	10	30
Occupational Safety and Health	5	5	0	6
Pharmacy Technician	20	11	1	20
<i>Department of Business Technologies</i>				
Accounting Technology	18	13	6	10
Computer Networking	1	1	-	-
Computer Support Technology	5	3	-	3
Cosmetology Operator	9	8	1	24
Culinary Operator	*	*	*	*
Cyber Defense & Support Technology	1	1	1	2
Cyber Defense Technology	6	2	-	3
Game Design	-	1	-	2
Graphic Design	4	-	-	4
Management Development	5	1	1	1
Management & Entrepreneurship	4	7	2	12
Office Tech Clerical	-	-	-	-
Real Estate	49	48	18	39
Web Development	2	3	-	1
<i>Department of General Education and Developmental Studies</i>				
Academic Certificate Core Complete	*	*	*	*
Dual Credit	1838	1747	116	2366
<i>Department of Public Service and Safety</i>				

Criminal Justice Crime Scene Technician	5	3	-	1
Criminal Justice Security Threat Groups	5	2	1	-
Emergency Management and Homeland Security	-	-	-	-
Emergency Medical Paramedic	9	21	12	10
Emergency Medical Technician	25	21	12	22
Fire Protection Technician	26	19	-	24
Law Enforcement Police Academy	24	27	-	33
Department of Technology				
Advanced Engine and Diesel	22	14	3	17
Air Conditioning	42	32	8	43
Analyzer Technology	-	-	-	1
Automotive Collision	*	*	*	*
Commercial Electrical Technology	-	-	-	-
Electrical Technology	1	1	-	2
Industrial Mechanics Technology	2	3	1	2
Instrumentation Technology	5	9	1	18
Pipe Welding	2	12	1	11
Plumbing Technology	-	-	-	-
Process Operations	9	4	3	5
SMAW Welding	-	-	1	-
Structural Welding	1	8	2	15
Utility Line Technology	52	38	-	42
Welding	39	19	1	14
* - Dual Credit enrollment is combined in one line item under General Education and Developmental Studies certificates.				

Section 4 Governing Board

4.1 The institution has a governing board of at least five members that:

- a. is the legal body with specific authority over the institution.
- b. exercises fiduciary oversight of the institution.
- c. ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.
- d. is not controlled by a minority of board members or by organizations or institutions separate from it.
- e. is not presided over by the chief executive officer of the institution.

(Governing board characteristics) [CR]

Compliance Status: Compliant

Narrative

Lamar institute of Technology (LIT) is a component of the Texas State University System (TSUS) which is governed by a Board of Regents. The College is defined in State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 96. Institutions of the Texas State University System, Subchapter E. Lamar University and Related Institutions, Section 96.703 "Lamar Institute of Technology,[1]". The Board of Regents has a governing board of nine members that: is the legal body with specific authority over the institution; exercises fiduciary oversight

of the institution; ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution; is not controlled by a minority of board members or by organizations or institutions separate from it; and, is not presided over by the chief executive officer of the institution.

a). Legal Authority

Per State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.02: "Board Members. Appointment, Qualification, and Terms," [2] The board is composed of nine members appointed by the governor with the advice and consent of the senate. The members hold office for terms of six years, with the terms of three members expiring February 1 of odd-numbered years. State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.01 "Board of Regents. The organization, control, and management of the state university system is vested in the Board of Regents, Texas State University System," [3]gives authority to the Texas State University System (TSUS) Board of Regents (BOR) oversight of the TSUS and its' components.

The Texas State University System Rules and Regulations, Chapter 1, "Board of Regents," Section 3 "Composition,"[4] states that "the board is composed of nine members appointed by the governor with the advice and consent of the senate. The members hold office for terms of six years, with the terms of three members expiring February 1 of odd-numbered years," which mirrors Section 95.02 previously discussed. All Board of Regent members must first fill out an application and be entered into the appointment database for consideration, as outlined in the application section of the Office of the Governor's webpage[5]. Regent Tom Long and Regent Russell Gordy are the most recent additions to the Board of Regents[6] after being officially confirmed in May, 2023.

The nine members of the Board of Regents (links are provided to bios) are listed in Table 4.1-1 "TSUS Board of Regents Membership."

Table 4.1-1 TSUS Board of Regents			
Name	Area Represented	Occupation	Expiration of Office
Alan Tinsley (Chairman)[7]	Madisonville	Attorney	2027
Dionicio Flores (Vice Chairman)[8]	El Paso	Owner, Flores Media Consulting	2025
Charlie Amato[9]	San Antonio	Chairman, SWBC	2025
Duke Austin [10]	Houston	President and CEO, Quanta Services	2029
Shelia Faske[11]	Rose City	Accounts Manager, American Office LLC	2027
Russell Gordy[12]	Houston	Owner, SG Interests	2029
Stephen Lee[13]	Beaumont	CEO & President of First Financial Bank, NA – Southeast Texas Region	2027
Tom Long[14]	Frisco	Co-CEO, Energy Transfer	2029
William Scott[15]	Nederland	Owner, Trans-Global Solutions	2025

The Texas State University System (TSUS), as defined in The Texas State University System Rules and Regulations, Chapter 1, "Board of Regents," Section 3 "Composition," Subpart 3.1 "Universities," and Subpart 3.2 "Two-year Colleges or Institutes,"[16] is a system of seven colleges comprised of four universities, two state colleges and one institute of technology, of which LIT is a member[17].

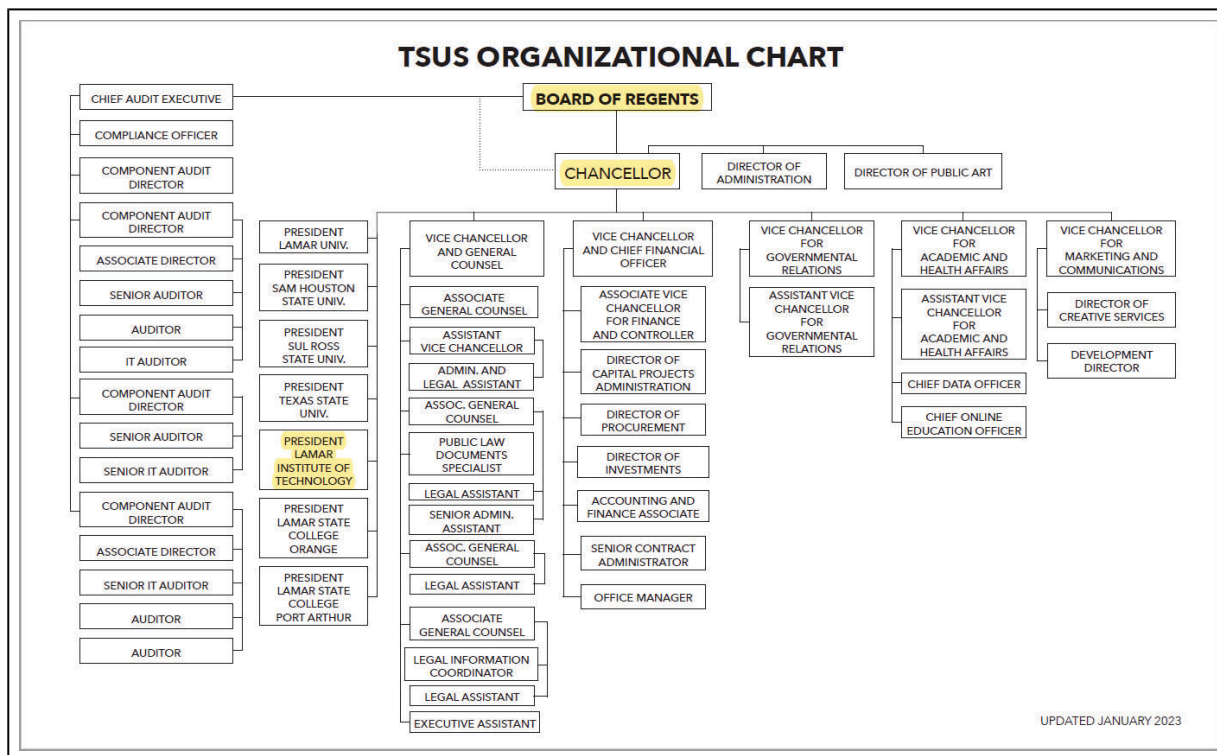
As stated in The Texas State University System Rules and Regulations, Chapter 1, "Board of Regents," Section 2 "Authority," Subpart 2.1 "Extent of Authority,"[18] "The Texas Legislature, which is given the duty and authority to provide for the maintenance, support, and direction of The Texas State University System, has delegated to the Board of Regents the power and authority, in broad terms, to administer the System," and Subpart 2.2 "Board Responsibilities,"[19] "The organization, control, and management of the State University System is vested in the Board of Regents of The Texas State University System. The Board is responsible for the general control and management of the Components in the system and may erect, equip, and repair buildings; purchase libraries, furniture, apparatus, fuel, and other necessary supplies; employ and discharge Presidents or principals, teachers, treasurers, and other employees; and fix the salaries of the persons so employed; and perform such other acts as in the judgment of the Board contribute to the development of the Components in the System or the welfare of their students. The Board has authority to promulgate and enforce such rules, regulations, and orders for the operation, control, and management of the system and its Component institutions as the Board may deem either necessary or desirable. When a power is vested in the Board, the Board may adopt a rule, regulation, or order delegating such power to any officer, employee, or committee as the Board may designate. The Board is responsible for regularly reviewing institutional missions and strategic plans."

The TSUS Board of Regents officers are elected by and from the members of the board, as outlined in The Texas State University System Rules and Regulations, Chapter 1, "Board of Regents," Section 5 "Officers of the Board of Regents," Subpart 5.1 "Elected Officers and Responsibilities,"[20] to establish its leadership structure and include chairperson and vice chairperson. The Board of Regents utilize a committee structure[21] that meets one week prior to the full Board of Regents meeting to provide guidance (May 2023 Academic and Health Affairs Committee Minutes[22], February 2023 Planning and Construction Committee Minutes[23], August 2023 Finance and Audit Committee Minutes[24], and November 2022 Rules and Regulations Committee Minutes[25]) to the full board (May 2023 Full Board Minutes[26], February 2023 Full Board Minutes[27], August 2023 Full Board Minutes[28], and November 2022 Full Board Minutes[29]) on issues that are being brought forth. The TSUS Board of Regents meets quarterly, and on an as-needed basis if issues arise. In accordance with State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.05 "Quorum,"[30] "Five members of the board shall be a quorum for the transaction of business at any meeting and, unless a greater number is required by the board's rules, the act of a majority of the members present at any meeting shall be the act of the board." The Board of Regents do have an agenda for each meeting (November 2022[31], February 2023[32], May 2023 [33], and August 2023[34]), and special meeting (August 15, 2022[35]), that is appropriate for their responsibilities.

State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.06 "System Central Administration Office,"[36] states "(a) The central administration office of the university system shall provide oversight and coordination of the activities of each component institution within the system. (b) The board shall appoint an executive officer of the university system and determine the executive officer's term of office, salary, and duties. (c) The executive officer shall recommend a plan for the organization of the university system and the appointment of a president for each component institution within the system. (d) The executive officer is responsible to the board for the general management and success of the university system, and the board shall cooperate with the executive officer to carry out that responsibility. (e) In addition to other powers and duties provided by this code or other law, the central administration office of the system shall recommend necessary policies and rules to the governing board of the system to ensure conformity with all laws and rules and to provide uniformity in data collection and financial reporting procedures." This is carried out through The Texas State University System Rules and

Regulations, Chapter 2, "System Administration," Section 3 "Officers of the System Administration," Subpart 3.1 "Chancellor,"[37] "The Chancellor is the chief executive officer of The Texas State University System, whose duties are performed under the authority delegated by the Board of Regents. The Chancellor shall have ultimate authority and responsibility for all System Components, acting through chief executive officers regarding matters delegated to them and serve as secretary to, but not be a member of, the Board."

The relationship of the TSUS Board of Regents to the College is shown in Figure 4.1-1 "Organizational Structure."



**Figure 4.1-1
Organizational Structure**

b). Fiduciary Oversight

The TSUS Board of Regents exercises fiduciary oversight of the institution by approving the College's annual budget in accordance with State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.28 "Disbursement of Funds." [38]

Typically, this is completed during the August board meeting (e.g., August 2023[39], August 2022[40], August 2021[41]). They are apprised of this responsibility through "The Texas State University System Vice Chancellor and General Counsel Orientation Materials," Chapter 8, "Responsibilities of Governing Board, System Administrations, and Institutions," 51.352 (e). [42]

c). Conflicts of Interest

The TSUS Board of Regents ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution. This is articulated in "The Texas State University System Rules and Regulations, Chapter VIII, "Ethics Policy for Regents and Employees of the Texas State University System," Section 3 "Conflicts of Interest," Subparts 3.1, 3.2, 3.3, 3.4, and 3.5 [43]. Table 4.1-2 "System Rules and Regulations, Chapter VIII" provides an overview of each of these sections and a link to documentation of each.

Table 4.1-2 System Rules and Regulations, Chapter VIII		
Subpart	Title	Description
3.1	Ethics Commission Financial Disclosure Statements	Each Regent, the Chancellor and the Presidents of the Components shall file a financial statement with the Texas Ethics Commission not later than April 30, each year in which such Regent, Chancellor or President has served in such capacity for any portion of the immediately preceding twelve (12) months on forms prescribed by the commission. Within thirty days of filing with the Texas Ethics Commission, each Regent and President shall notify the Vice Chancellor and General Counsel of their compliance with this provision.
3.2	Contracts Prohibited	Except as provided below, neither the System nor a Component thereof may enter into a contract in which a Regent or the Regent's spouse has a direct or indirect pecuniary interest.
3.3	Recusal Required for Certain Types of Contracts Involving Pecuniary Interests	If a Regent is a stockholder or director of a corporation seeking to enter into a contract with the System or a Component thereof, but owns or has a beneficial interest in no more than one percent of the corporation's outstanding capital stock, the contract may be executed so long as it is an affiliation agreement, license (including a license of intellectual property), or sponsored research agreement, or it is awarded by competitive bidding or competitive sealed proposals. An interest owned by the Regent's spouse is considered to be a "beneficial interest." The affected Regent must disclose such interest in a public meeting of the Board of Regents and shall not vote on the contract or transaction.
3.4	Regent Disclosure of Personal or Private Financial Interest	A Regent who has a personal or private financial interest in a measure, proposal, or decision pending before the Board (other than a contract covered by <i>Subparagraph 3.3</i> of this <i>Chapter</i>) shall disclose such interest in a public meeting of the Board, and such disclosure shall be entered in the minutes of the Board. The Board may consider such measure, proposal, or decision, but any Regent having such an interest shall not vote or otherwise participate in such deliberation or action of the Board. This procedure may not be utilized for contracts covered by <i>Subparagraph 3.3</i> of this <i>Chapter</i> .
3.5	Potential Conflict of Interest of Regent	As soon as possible after becoming aware of any potential conflict of interest, a Regent shall disclose such fact and any other relevant information to the Board and to the Vice Chancellor and General Counsel. In such an event, the Vice Chancellor and General Counsel shall review the potential conflict and issue an opinion.

Additionally, The Texas State University System Rules and Regulations, Chapter VIII, “Ethics Policy for Regents and Employees of the Texas State University System,” Section 7 “Use of Authority,” Subpart 7.2 “Nepotism” [44]states that:

Regents are prohibited from appointing, voting for, or confirming the appointment of any person related to such Regent within the third degree by consanguinity (blood) or within the second degree by affinity (marriage) when the salary or compensation for such person is to be paid from public funds. All employment decisions must be made in compliance with *Chapter V, Subparagraph 2.2* of the System's *Rules and Regulations*.

The TSUS Board of Regents members are informed of the conflict-of-interest policy through the TSUS. The Vice Chancellors and General Counsel, provide orientation training to the Board of Regents as outlined in The Texas State University System Vice Chancellor and General Counsel Orientation Materials”, Chapter 5, “Financial Disclosure, Conduct, and Conflicts of Interest.”[45]

d). Control

As previously discussed above in part “a. authority” above, the Board of Regents utilize a committee structure which includes four standing committees (Planning and Construction, Academic and Health Affairs, Finance and Audit, and Rules and Regulations) which meet one week prior to the full Board of Regents meeting to provide guidance on issues that are beings brought forth. The TSUS Board of Regents meets quarterly, and on an as-needed basis (April 2022[46], August 2022[47], December 2022[48]). In accordance with State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.05 “Quorum,”[30] “Five members of the board shall be a quorum for the transaction of business at any meeting and, unless a greater number is required by the board's rules, the act of a majority of the members present at any meeting shall be the act of the board.” The Board of Regents do have an agenda for each meeting (November 2022[31], February 2023[32], May 2023[33], and August 2023[34]), and special meeting (August 15, 2022[35]), that is appropriate for their responsibilities.

e). Presiding Officer

The TSUS Board of Regents officers are elected by and from the members of the board, as outlined in The Texas State University System Rules and Regulations, Chapter 1, “Board of Regents,” Section 5 “Officers of the Board of Regents,” Subpart 5.1 “Elected Officers and Responsibilities,”[20] to establish its leadership structure and include chairperson and vice chairperson.

Additionally, The Texas State University System Rules and Regulations, Chapter IV, “President of the Components,” Section 2 “Authority, Duties, and Responsibilities,” Subsection 2.1 “Authority”[49] states that “the President shall be answerable to the Chancellor and shall have discretionary powers broad enough effectively to administer the Component within the policies and guidelines as set forth by the Chancellor and Board of Regents.” The president's general powers, duties, and responsibilities are set forth in The Texas State University System Rules and Regulations, Chapter IV, “President of the Components,” Section 2 “Authority, Duties, and Responsibilities,” Subsection 2.2 “Delegation of Authority.” [50]

Per The Texas State University System Rules and Regulations, Chapter 1, “Board of Regents,” Section 5 “Officers of the Board of Regents,” Subpart 5.1 “ Elected Officers and Responsibilities,” Subsection 5.11 “Chairman of the Board,”[51] the presiding officer of the TSUS Board of Regents is the chairman, elected by the board during the board's annual organizational meeting held in November of each year (e.g., November 2019[52], November 2020[53] [54], November 2021[55], November 2022 [56]).

4.2.a The governing board ensures the regular review of the institution's mission. (*Mission review*)

Compliance Status: Compliant

Narrative

The Texas State University System (TSUS) Board of Regents regularly reviews the mission[1] of Lamar Institute of Technology (LIT) presented by the College President.

Lamar institute of Technology (LIT) is a component of the Texas State University System (TSUS) which is governed by a Board of Regents. The College is defined in State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 96. Institutions of the Texas State University System, Subchapter E. Lamar University and Related Institutions, Section 96.703 "Lamar Institute of Technology,"[2]. The Board of Regents has a governing board of nine members that is the legal body with specific authority over the institution.

The legal obligations of the TSUS Board of Regents are defined by the State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter B. Powers and Duties of the Board, Section 95.21 "General Responsibilities and Authority of the Board,"[3] gives authority to the Texas State University System (TSUS) Board of Regents (BOR) oversight of the TSUS and its components. This is operationalized through The Texas State University System Rules and Regulations, Chapter 1, "Board of Regents," Section 2 "Authority," Subpart 2.1 "Extent of Authority,"[4] which states "The Texas Legislature, which is given the duty and authority to provide for the maintenance, support, and direction of The Texas State University System, has delegated to the Board of Regents the power and authority, in broad terms, to administer the System," and Subpart 2.2 "Board Responsibilities,"[5] "The organization, control, and management of the State University System is vested in the Board of Regents of The Texas State University System. The Board is responsible for the general control and management of the Components in the system and may erect, equip, and repair buildings; purchase libraries, furniture, apparatus, fuel, and other necessary supplies; employ and discharge Presidents or principals, teachers, treasurers, and other employees; and fix the salaries of the persons so employed; and perform such other acts as in the judgment of the Board contribute to the development of the Components in the System or the welfare of their students. The Board has authority to promulgate and enforce such rules, regulations, and orders for the operation, control, and management of the system and its Component institutions as the Board may deem either necessary or desirable. When a power is vested in the Board, the Board may adopt a rule, regulation, or order delegating such power to any officer, employee, or committee as the Board may designate. The Board is responsible for **regularly reviewing institutional missions and strategic plans.**" This policy makes clear the role and limits of board actions as well the distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.

The TSUS Board of Regents affirms the mission as reviewed by a formal vote. Table 4.2.a-1 "Regular Mission Review" provides links to the board agendas and minutes. By the evidence shown, the TSUS Board of Regents regularly reviews and takes action to affirm the mission of LIT.

Year	Document to Approve	Artifact
2023	LIT Mission Statement	X (Board Minutes)[6]
2020	LIT Strategic Plan (including mission)	X (Board Minutes)[7] X (Strategic Plan)[8]
2019	LIT Mission Statement	X (Board Minutes)[9]

- 4.2.b** The governing board ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy. (*Board/administrative distinction*)

Compliance Status: Compliant**Narrative**

The governing board ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.

The Texas State University System (TSUS) Board of Regents ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy. The legal obligations of the TSUS Board of Regents are defined by the State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter B. Powers and Duties of the Board, Section 95.21 "General Responsibilities and Authority of the Board,"[1] gives authority to the Texas State University System (TSUS) Board of Regents (BOR) oversight of the TSUS and its components. This is operationalized through The Texas State University System Rules and Regulations, Chapter 1, "Board of Regents," Section 2 "Authority," Subpart 2.1 "Extent of Authority,"[2] which states "The Texas Legislature, which is given the duty and authority to provide for the maintenance, support, and direction of The Texas State University System, has delegated to the Board of Regents the power and authority, in broad terms, to administer the System," and Subpart 2.2 "Board Responsibilities,"[3] "The organization, control, and management of the State University System is vested in the Board of Regents of The Texas State University System. The Board is responsible for the general control and management of the Components in the system and may erect, equip, and repair buildings; purchase libraries, furniture, apparatus, fuel, and other necessary supplies; employ and discharge Presidents or principals, teachers, treasurers, and other employees; and fix the salaries of the persons so employed; and perform such other acts as in the judgment of the Board contribute to the development of the Components in the System or the welfare of their students. The Board has authority to promulgate and enforce such rules, regulations, and orders for the operation, control, and management of the system and its Component institutions as the Board may deem either necessary or desirable. When a power is vested in the Board, the Board may adopt a rule, regulation, or order delegating such power to any officer, employee, or committee as the Board may designate. The Board is responsible for regularly reviewing institutional missions and strategic plans." This policy makes clear the role and limits of board actions as well the distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.

In December 2023, TSUS in collaboration with the three two-year Lamar State Colleges (Lamar Institute of Technology, Lamar State College - Orange, and Lamar State College - Port Arthur), introduced a Shared Business Services Model[4]. The three two-year colleges, in coordination with the Texas State University System Administration, chose to expand our efficiency due to increasing demands on our business services. It is believed that an increased coordination and alignment will position the three colleges to effectively and efficiently face the future.

The Shared Business Services Model[5] enhances campus-wide services and efficiencies, while providing employees opportunities for continued professional development. TSUS is planning a phased implementation by functional area (Information Technology, Information Security, Risk Management and Campus Security, Payroll, Human Resources, Purchasing, Accounts Payable, Grants Management, Property Management, Physical Plant/Construction Management, and Accounting/Financial Reporting), with the full implementation expected within the next twelve months. The Vice Presidents for Finance and Operations at each campus will begin stakeholder meetings to gather input and assistance prior to the onset of each respective implementation.

By aligning all shared top leaders to report to a single Executive Vice President of Business Services (ITS, Safety, Procurement, Financial Services, Fiscal Management Services, and Human Resources), the following benefits will accrue to all three two-year colleges[6]:

- Increased unity between the colleges,
- Decreased silos and confusion by supporting the concept of one team,

- Alignment with the original governance model established by TSUS,
- Strengthened infrastructure, and
- Clarified communication lines

All board members are educated and informed of their responsibilities through the TSUS. The Vice Chancellors and General Counsel provide orientation training to the Board of Regents as outlined in The Texas State University System Vice Chancellor and General Counsel Orientation Materials,” Chapter 8, “Responsibilities of Governing Boards, System Administrations, and Institutions.” [7] This process has been very effective for the TSUS existing board members.

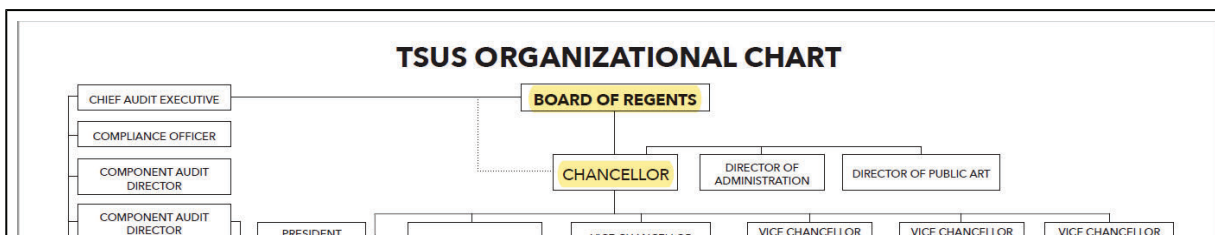
The relationship between the College's CEO (president), the TSUS, and the TSUS Board of Regents is governed by TSUS policy. As outlined in The Texas State University System Rules and Regulations, Chapter IV, “President of the Components,” Section 2 “Authority, Duties, and Responsibilities,” Subsection 2.1 “Authority,”[8] the President shall be answerable to the Chancellor and shall have discretionary powers broad enough effectively to administer the Component within the policies and guidelines as set forth by the Chancellor and Board of Regents. The Texas State University System Rules and Regulations, Chapter IV, “President of the Components,” Section 2 “Authority, Duties, and Responsibilities,” Subsection 2.2 “Delegation of Authority,”[9] outline the primary duties of the president. These are shown in Table 4.2.b-1 “Duties of the President.”:

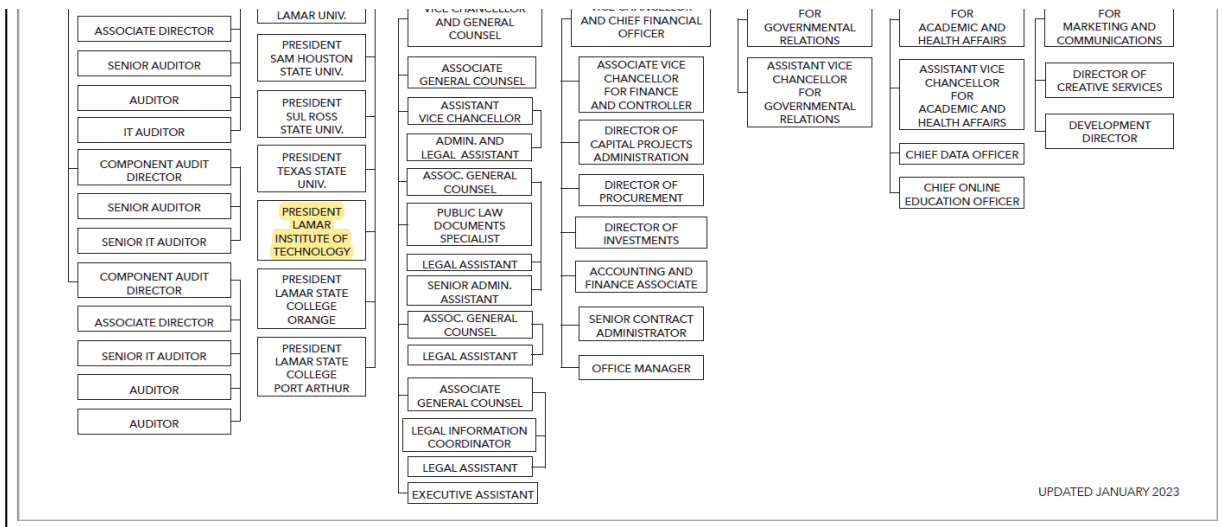
Table 4.2.b-1 Duties of the President	
Subpart	Description
2.21	Developing and maintaining efficiency and excellence within the Component, including maintenance of appropriate accreditations.
2.22	Making recommendations to the Chancellor and the Board on Component matters that require Board approval.
2.23	Carrying out all Chancellor and Board orders affecting the Component.
2.24	Interpreting System policies to the faculty and staff; representing and interpreting the Component's programs, needs and interests to the Board and the general public.
2.25	Recommending appropriate operating budgets and supervising expenditures under approved budgets.
2.26	Nominating to the Chancellor and Board the appointment, reappointment, promotion, retention, or dismissal of all members of the faculty and administrative officers as defined in <i>Chapter V, subparagraph 1.123</i> .
2.27	Developing and maintaining efficient personnel programs for all employees.
2.28	Managing efficiently Component business affairs and physical property; recommending additions and alterations to the physical plant; and developing long range plans for all Component programs and physical facilities.
2.29	Serving as presiding officer at official meetings of Component faculty and staff and as an ex officio member of each college or school faculty.
2.2(10)	Appointing campus committees, councils, and teams, and appointing or establishing procedures for the appointment of faculty, and staff. The authority of these bodies is limited to reviewing, offering suggestions, and making recommendations on matters related to their purpose. They will submit their reviews, recommendations and suggestions through channels to the President, who has responsibility and authority for making decisions, subject to the final authority of the Chancellor and the Board of Regents.
2.2(11)	Causing to be prepared and submitted to the System Administration for review the faculty, staff, and student handbooks for the governance of the Component.
2.2(12)	

	Leading private fund development support for the Component in accordance with policies and procedures established in these <i>Rules and Regulations</i> .
2.2(13)	Administering all Component contracts, agreements, or purchases as delegated under the System <i>Rules and Regulations</i> .
2.2(14)	Power to Suspend and Remove.
(a)	Suspension and Removal in Non-Title IX Misconduct Matters. Suspending and removal, without prior notice or hearing, and immediately removing from the campus, any employee or student whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the Component. As soon as practicable after removal, the President shall afford the affected person any hearing or grievance rights to which he or she may be entitled under these <i>Rules and Regulations</i> . Such rights are not waivable at the point of removal or while the affected person is receiving medical or mental health treatment.
(b)	Suspension and Removal in Title IX Sexual Harassment Matters. An employee or student can only be suspended, without prior notice or hearing, and immediately removed from campus, if their presence poses an immediate threat to any person's health or safety. As soon as practicable after removal, the President shall provide the suspended person with notice and an opportunity to challenge the removal. The removal challenge does not include a hearing but is limited to an administrative review by an Administrator appointed by the President. The Appointed Administrator will review the relevant facts and written materials, if any, surrounding the emergency removal. This review will occur within 72 hours of the emergency removal and the burden is on the suspended person to show why the removal should be lifted.
(c)	A peace officer may take a person into custody and transport the person to the nearest, appropriate mental health facility if the officer has reason to believe and does believe that there is substantial risk to the person or to others unless the person is immediately restrained. The officer shall fully comply with the provisions of Texas <i>Health and Safety Code, Section 573.001 et sequitur</i> . Generally, such actions are not disciplinary or penal in nature, nor are they treated as interim suspensions or removals, unless the person has violated a policy or rule of the System or of the Component. See <i>Chapter VI, Subparagraph 5.(14)</i> .
(d)	As soon as possible, the peace officer shall inform the appropriate Vice President (or designee) of actions taken regarding an affected person under <i>Subparagraph 2.2(14)(b)</i> .
2.2(15)	Campus Police. Employing campus peace officers in conformity with the Texas Commission on Law Enforcement Officers and Standards and <i>Texas Education Code, Section 51.203</i> and recommending their approval to the Chancellor and to the Board.
2.2(16)	Motor Vehicles. Promulgating rules governing operation and use of motor vehicles on Component property including vehicle registration fees, fines, and penalties.
2.2(17)	Establishing Fees. Notwithstanding Chapter III, Subparagraph 1.4, establishing the rate of other incidental fees or charges assessed under the authority of <i>Texas Education Code, Chapter 54</i> , including, but not limited to, fees or charges for labs, library fines, microfilming, thesis or doctoral manuscript reproduction or filing, application processing, laboratory breakage, bad checks, schedule changes, late registration, student publication, special courses or programs which are fully paid by privately funded scholarships, and installment payments within the limits set by the <i>Texas Education Code</i> and these <i>Rules and Regulations</i> .

2.2(18)	Grants and Contracts. Accepting grants from and contracts with federal, state, and other government agencies and private foundations, advancing funds as necessary to finance such grants and contracts in which the Component will be reimbursed.
2.2(19)	Highest Ranking High School Graduate Scholarships. Issuing scholarships each year to the highest-ranking graduate of each accredited high school of this state, exempting the graduates from the payment of tuition during both semesters of the first regular session immediately following their graduation, in accordance with <i>Texas Education Code, Section 54.301</i> . This exemption is granted for any one of the first four regular sessions following the individual's graduation from high school when in the opinion of the Component's President, the circumstances of an individual case, including military service, merit the action.
2.2(20)	General Property Deposit Scholarship. Issuing new and continuing scholarships from the General Property Deposit (GPD) forfeiture scholarships account per <i>Texas Education Code, Section 54.5021</i> . Future annual forfeiture of GPD may be directed to either the GPD forfeiture scholarship account, the GPD forfeiture endowment account, or a combination of the two, as allowed by statute. The President or a designee, is authorized to transfer funds annually from the endowment account to the scholarship account for the awards prescribed in the statute.
2.2(21)	Senior Citizens Exemption. Exempting persons age 65 years and over from the payment of tuition for up to six hours per semester or summer term, space permitting, per <i>Texas Education Code, Section 54.365</i> .
2.2(22)	Distance Learning Fee Exemption. Waiving certain fees for students enrolled only in distance learning courses or other off-campus courses of each Component, per <i>Texas Education Code, Section 54.218</i> .
2.2(23)	Disabled Peace Officer Exemption. Exempting disabled peace officers from tuition and required fees for undergraduate courses for which space is available, provided the student meets all criteria specified in <i>Texas Education Code, Section 54.352</i> .
2.2(24)	Exemptions from Tuition. Exempting qualified students from the payment of tuition and/or required fees as may be authorized by <i>Texas Education Code, Chapter 54</i> .
2.2(25)	Component Travel Policy. Establishing a travel policy for each Component's non-Education and general (E&G) funds to assure that travel expenditures are made in a manner that is uniformly and consistently applied across all non E&G funds.
2.2(26)	Electronic Information Resources Accessibility Program. Managing an Electronic Information Resources Accessibility Program that serves the Component community in accordance with <i>Texas Government Code Chapter 2054</i> and <i>Administrative Code Chapters 206</i> and <i>213</i> .

The organizational structure of the College reflects a distinct line of authority between policy making function of the TSUS Board of Regents and the president, as the chief executive officer to administer and implement policy. This relationship is illustrated in Figure 4.2.b-1 "Organizational Structure[10]."





**Figure 4.2.b-1
Organizational Structure**

Table 4.2.b-2 “BOR Directives vs. Presidential Implementation” provides evidence of TSUS Board of Regents approved items that the president implemented on campus. Specifically, the November 2022 Board of Regents minutes show approved verbiage for the new Public Art Policy, the final accepted rule, an email directing the president to select the committee as required by the rule, and an email asking the president to approve the final selection of the public art. Also provided are LIT executive team minutes showing the approval of various on campus procedures and policies.

Table 4.2.b-2 BOR Directives vs. Presidential Implementation			
Date	Action	Directive	Artifact
May 2023	The TSUS Board of Regents approved proposed LIT Curriculum Changes	The president was authorized to have the institutional accreditation liaison contact SACSCOC regarding the implementation of a Mechatronics Program	X (Committee Recommendation)[11] X (Full TSUS Board Approval)[12]
May 2023	The TSUS Board of Regents approved the proposed building renovation to expand to an advanced technology center	The president was authorized to hire architects and contractors to begin the project	X (Approval)[13]
November 2022	The TSUS Board of Regents approved the new public art rule	The president was directed to spend at least 1% of all new construction on public art. The president has the final say on the art to be used.	X (November 2022 minutes)[14] x (final rule)[15] x (email regarding nominations for public art committee)[16] x (email regarding public art selection) [17]

October 2023	The LIT executive team approved the new social media guidelines and the new media procedure	The president informed the director of marketing and communications that these items were approved to proceed	X (Social Media Guidelines)[18] X (Media Procedure) [19] X (Approval)[20]
September 2023	The LIT executive team approved a new substantive change policy to ensure compliance with SACSCOC	The president directed the Dean of Strategic Initiatives and Accreditation to begin using this policy immediately	X (Substantive Change Policy)[21] X (Approval)[22]

4.2.c The governing board selects and regularly evaluates the institution's chief executive officer.(CEO evaluation/selection)

Compliance Status: Compliant

Narrative

The Chancellor of the Texas State University System (TSUS) recommends the selection of, and regularly evaluates, the Lamar Institute of Technology (LIT) chief executive officer (CEO). The TSUS Board of Regents affirms the selection of and reviews the regular evaluation of the LIT CEO.

Selection

The TSUS has a formal process for selecting a CEO (President) as outlined in Table 4.2.c-1 "Formal CEO Selection Process." This table shows the timeline and series of events leading to the final selection. The TSUS Board of Regents used this process to select the current CEO, Dr. Sidney Valentine in August of 2022[1]. Dr. Valentine's tenure as president began on August 16, 2022.

Table 4.2.c-1 Formal CEO Selection Process	
Timeline (Prior to Selection)	Events
March 2022	Hiring Committee Selected[2]
April 2022	Presidential Prospectus Created[3]
May 2022	Position Posted
June 2022	Candidates Selected for First Interviews[4]
July 2022	Candidates Selected for Second Interviews[5]
July 2022	Candidates Selected for Third Interview[6]
July 2022	Sole Finalist Selected[7]
August 2022	Required 21-Day Waiting Period[8]
August 2022	Sole Finalist Confirmed[9]

Evaluation

The TSUS has a formal process for annually evaluating the CEO (President) as outlined in Table 4.2.c-2 "Formal CEO Evaluation Process." This table shows the evaluation timeline and activities. The TSUS Board of Regents uses this process to make decisions regarding the CEO's employment contract.

Table 4.2.c-2 Formal CEO Evaluation Process	
Timeline	Event
July	The TSUS Chancellors office sends email to schedule evaluation
	Self-evaluation instrument is sent to the CEO [10]
	The CEO completes the self-evaluation instrument[11]
August	Date is scheduled for evaluation[12]
	Evaluation is performed by the Chancellor* [12]
	Evaluation is reviewed with TSUS Board of Regents in executive session and a recommendation is made[13]

* This is the only evaluation of the current president, as Dr. Valentine has just completed his first year. Evaluations of the previous president, Dr. Lonnie Howard, can be found here (2021[14], 2022[15]).

4.2.d The governing board defines and addresses potential conflict of interest for its members. (*Conflict of interest*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) is a component of the Texas State University System (TSUS) which is governed by a Board of Regents. The College is defined in State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 96. Institutions of the Texas State University System, Subchapter E. Lamar University and Related Institutions, Section 96.703 "Lamar Institute of Technology,"[1]. The Board of Regents has a governing board of nine members that is the legal body with specific authority over the institution. The TSUS Board of Regents defines and addresses potential conflict of interest through The Texas State University System Rules and Regulations, Chapter VIII, "Ethics Policy for Regents and Employees of the Texas State University System," Section 3 "Conflicts of Interest," Subpart 3.5 " Potential Conflict of Interest of a Regent,"[2] . Furthermore, language regarding training in conflict of interest is outlined in the State of Texas Education Code, Title 3. Higher Education, Subtitle B. State Coordination of Higher Education, Chapter 61. Texas Higher Education Coordinating Board, Subchapter A. General Provisions, Section 61.0224 "Training of Board Members."[3] According to 61.0224 (b) (7)(D), training for members of appointed boards shall include "requirements of other laws related to public officials, including conflict-of-interest laws."

The requirement of training is also outlined in The Texas State University System Rules and Regulations, Chapter VIII, "Ethics Policy for Regents and Employees of the Texas State University System," Section 9 "Training," Subpart 9.1 "Training of Regents,"[4] regarding the duties and obligations of their office. To ensure that training is received, the TSUS, through its Vice Chancellor and General Counsel, provides orientation training to the Board of Regents including Conflict of Interest as outlined in The Texas State University System Vice Chancellor and General Counsel

Orientation Materials, Chapter 5, “Financial Disclosure, Conduct, and Conflicts of Interest of State Officers and Employees,” Subchapter A “General Provisions.”[5]

The TSUS adheres to strict conflict of interest principles for its Board of Regent members and their duties as the governing board. Violations for failing to follow the provisions outlined in the “Subchapter A” above are subject to State of Texas Education Code, Title 3. Higher Education, Subtitle B. State Coordination of Higher Education, Chapter 61. Texas Higher Education Coordinating Board, Subchapter A. General Provisions, Section 61.316 “Administrative Penalties.”[6]

In an effort to protect the integrity of the institution, it is expected that if there exists a conflict of interest with a board member, that member must abstain from participating in, or voting on, any transaction where a conflict or a potential conflict may exist and must disclose the nature of the conflict in writing[7] in accordance with the Texas Ethics Commission[8]. From a practical standpoint, members of the TSUS Board of Regents abstain from voting on a matter that may be viewed as a conflict of interest. Board minutes capture board member votes, and when an issue arises that may be viewed as a personal gain for a board member, the board member will abstain from a formal vote on such matters. Currently, there have been no instances of conflict of interest[9] matters within the TSUS Board of Regents.

- 4.2.e** The governing board has appropriate and fair processes for the dismissal of a board member. (*Board dismissal*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) is a component of the Texas State University System (TSUS) which is governed by a Board of Regents. The College is defined in State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 96. Institutions of the Texas State University System, Subchapter E. Lamar University and Related Institutions, Section 96.703 “Lamar Institute of Technology,”[1]. The Board of Regents has a governing board of nine members that is the legal body with specific authority over the institution.

According to State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.02: “Board Members. Appointment, Qualification, and Terms,” [2] The board is composed of nine members appointed by the governor with the advice and consent of the senate. The members hold office for terms of six years, with the terms of three members expiring February 1 of odd-numbered years.

The Texas State University System Rules and Regulations, Chapter 1, “Board of Regents,” Section 3 “Composition,”[3] states that “the board is composed of nine members appointed by the governor with the advice and consent of the senate. The members hold office for terms of six years, with the terms of three members expiring February 1 of odd-numbered years,” which mirrors Section 95.02 previously discussed.

State of Texas Education Code, Title 3. Higher Education, Subtitle B. State Coordination of Higher Education, Chapter 61. Texas Higher Education Coordinating Board, Subchapter B. Administrative Provisions, Section 61.0223 “Removal of Board Member,” [4] outlines the grounds for the removal of a board member. This statute also states that the presiding officer of the board will notify the Governor and the Attorney General that a potential ground for removal exists.

Chapter 61 demonstrates that the Texas Higher Education Coordinating Board (THECB) and the TSUS Board of Regents have appropriate and fair processes for the dismissal of a board member by the Governor. Examples of implementation are unavailable because TSUS has not had cause to dismiss a governing board member.

- 4.2.f** The governing board protects the institution from undue influence by external persons or bodies.

(External influence)

Compliance Status: Compliant

Narrative

The Texas State University System (TSUS) Board of Regents protects the institution from undue influence by external persons or bodies.

Lamar institute of Technology (LIT) is a component of the Texas State University System (TSUS) which is governed by a Board of Regents. The College is defined in State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 96. Institutions of the Texas State University System, Subchapter E. Lamar University and Related Institutions, Section 96.703 "Lamar Institute of Technology,"[1]. The Board of Regents has a governing board of nine members that is the legal body with specific authority over the institution.

As stated in State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.02: "Board Members. Appointment, Qualification, and Terms," [2] The board is composed of nine members appointed by the governor with the advice and consent of the senate. The members hold office for terms of six years, with the terms of three members expiring February 1 of odd-numbered years.

All Board of Regent members must first fill out an application and be entered into the appointment database for consideration, as outlined in the application section of the Office of the Governor's webpage[3]. Following their confirmation, the new board members are sworn in. Regent Russell Gordy and Regent Tom Long are the most recent additions to the Board, joining the Board for the May 2023 meeting[4].

Per The Texas State University System Rules and Regulations, Chapter VIII, "Ethics Policy for Regents and Employees of the Texas State University System," Section 4 "Code of Ethics," Subpart 4.1 "Prohibited Actions of Regents,"[5] rules and regulations regarding undue outside influence are discussed.

All board members are educated and informed of their responsibilities, including undue outside influence through the TSUS. The Vice Chancellors and General Counsel, provide orientation training to the Board of Regents including undue external influence as outlined in The Texas State University System Vice Chancellor and General Counsel Orientation Materials, Chapter 5, "Financial Disclosure, Conduct, and Conflicts of Interest of State Officers and Employees," Subchapter A "General Provisions." [6]

Furthermore, the requirement of training is outlined in The Texas State University System Rules and Regulations, Chapter VIII, "Ethics Policy for Regents and Employees of the Texas State University System," Section 9 "Training," Subpart 9.1 "Training of Regents,"[7] regarding the duties and obligations of their office. Conflict of interest and undue influence is also outlined in "A Guide to Ethics Laws for State Officers and Employees, Chapter Part I. Standards of Conduct and Conflicts of Interest,"[8] published by the Texas Ethics Commission.

Since the last reaffirmation, no undue external influence has been sought by external bodies or individuals, therefore, no board action has been required.

The TSUS Board of Regents realizes the importance and always strives to protect the institution from undue influence by external persons or bodies.

4.2.g The governing board defines and regularly evaluates its responsibilities and expectations. *(Board self-evaluation)*

Compliance Status: Compliant**Narrative**

The Texas State University System (TSUS) Board of Regents defines and regularly evaluates its responsibilities and expectations.

Lamar Institute of Technology (LIT) is a component of the Texas State University System (TSUS) which is governed by a Board of Regents. The College is defined in State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 96. Institutions of the Texas State University System, Subchapter E. Lamar University and Related Institutions, Section 96.703 "Lamar Institute of Technology,"[1]. The Board of Regents has a governing board of nine members that is the legal body with specific authority over the institution.

According to State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.02: "Board Members. Appointment, Qualification, and Terms,"[2] The board is composed of nine members appointed by the governor with the advice and consent of the senate. The members hold office for terms of six years, with the terms of three members expiring February 1 of odd-numbered years.

The Texas State University System Rules and Regulations, Chapter 1, "Board of Regents," Section 3 "Composition,"[3] states that "the board is composed of nine members appointed by the governor with the advice and consent of the senate. The members hold office for terms of six years, with the terms of three members expiring February 1 of odd-numbered years," which mirrors Section 95.02 previously discussed.

The legal obligations of the TSUS Board of Regents are defined by the State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter B. Powers and Duties of the Board, Section 95.21 "General Responsibilities and Authority of the Board,"[4] gives authority to the Texas State University System (TSUS) Board of Regents (BOR) oversight of the TSUS and its' components. This is operationalized through The Texas State University System Rules and Regulations, Chapter 1, "Board of Regents," Section 2 "Authority," Subpart 2.1 "Extent of Authority,"[5] which states "The Texas Legislature, which is given the duty and authority to provide for the maintenance, support, and direction of The Texas State University System, has delegated to the Board of Regents the power and authority, in broad terms, to administer the System," and Subpart 2.2 "Board Responsibilities,"[6] "The organization, control, and management of the State University System is vested in the Board of Regents of The Texas State University System. The Board is responsible for the general control and management of the Components in the system and may erect, equip, and repair buildings; purchase libraries, furniture, apparatus, fuel, and other necessary supplies; employ and discharge Presidents or principals, teachers, treasurers, and other employees; and fix the salaries of the persons so employed; and perform such other acts as in the judgment of the Board contribute to the development of the Components in the System or the welfare of their students. The Board has authority to promulgate and enforce such rules, regulations, and orders for the operation, control, and management of the system and its Component institutions as the Board may deem either necessary or desirable. When a power is vested in the Board, the Board may adopt a rule, regulation, or order delegating such power to any officer, employee, or committee as the Board may designate. The Board is responsible for regularly reviewing institutional missions and strategic plans." This policy makes clear the role and limits of board actions as well the distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.

All board members are educated and informed of their responsibilities, through the TSUS. The Vice Chancellors and General Counsel, provide orientation training to the Board of Regents as outlined in

The Texas State University System Vice Chancellor and General Counsel Orientation Materials”, Chapter 8, “Responsibilities of Governing Boards, System Administrations, and Institutions.”[7] This process has been very effective for the TSUS existing board members.

The TSUS Board of Regents officers are elected by and from the members of the board, as outlined in The Texas State University System Rules and Regulations, Chapter 1, “Board of Regents,” Section 5 “Officers of the Board of Regents,” Subpart 5.1 “ Elected Officers and Responsibilities,”[8] to establish its leadership structure and include chairperson and vice chairperson. The Board of Regents utilize a committee structure[9] which includes four standing committees (Planning and Construction, Academic and Health Affairs, Finance and Audit, and Rules and Regulations) which meet one week prior to the full Board of Regents meeting to provide guidance (May 2023 Academic and Health Affairs Committee Minutes[10], February 2023 Planning and Construction Committee Minutes[11], August 2023 Finance and Audit Committee Minutes[12], and November 2022 Rules and Regulations Committee Minutes[13]) to the full board (February 2023[14], May 2023[15], August 2023[16], November 2022[17]) on issues that are being brought forth. The TSUS Board of Regents meets quarterly, and on an as-needed basis if issues arise. In accordance with State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.05 “Quorum,”[18] “Five members of the board shall be a quorum for the transaction of business at any meeting and, unless a greater number is required by the board’s rules, the act of a majority of the members present at any meeting shall be the act of the board.” The Board of Regents do have an agenda for each meeting (November 2022[19] , February 2023[20], May 2023[21], and August 2023[22]), and special meeting (August 15, 2022[23]), that is appropriate for their responsibilities.

As noted above in The Texas State University System Rules and Regulations, Chapter 1, “Board of Regents,” Section 2 “Authority,” Subpart 2.2 “Board Responsibilities,”[6] the board regularly reviews the institution's mission as presented by the College president. During the mission review process, the board affirms that the scope of the College mission is compatible with the educational needs of the service district and that its programs and services are effective and efficient. The board affirms the mission as reviewed by a formal vote (February 2019 Minutes[24], December 2020 Minutes[25] to approve strategic plan inclusive of the mission, November 2023 Minutes[26]). Additionally, at the board meetings, the board reviews routine matters and stays informed of the financial health of the College through the reports (August 2021[27], August 2022[28], August 2023[29]) provided by the TSUS Vice Chancellor of Finance. Minutes from each board meeting accurately reflect the items brought before the TSUS Vice Chancellor during their public meetings. Copies of meeting minutes can be obtained on the TSUS Board of Regents webpage[30].

The relationship between the College's CEO (president), the TSUS, and the TSUS Board of Regents is governed by TSUS policy. As outlined in The Texas State University System Rules and Regulations, Chapter IV, “President of the Components,” Section 2 “Authority, Duties, and Responsibilities,” Subsection 2.1 “Authority,”[31] the President shall be answerable to the Chancellor and shall have discretionary powers broad enough effectively to administer the Component within the policies and guidelines as set forth by the Chancellor and Board of Regents. The Texas State University System Rules and Regulations, Chapter IV, “President of the Components,” Section 2 “Authority, Duties, and Responsibilities,” Subsection 2.2 “Delegation of Authority,”[32] as outlined in Table 4.2.g-1 “Duties of the President”, the primary duties of the president include:

Table 4.2.g-1 Duties of the President	
Subpart	Description
2.21	Developing and maintaining efficiency and excellence within the Component, including maintenance of appropriate accreditations.
2.22	Making recommendations to the Chancellor and the Board on Component matters that require Board approval.
2.23	Carrying out all Chancellor and Board orders affecting the Component.

2.24	Interpreting System policies to the faculty and staff; representing and interpreting the Component's programs, needs and interests to the Board and the general public.
2.25	Recommending appropriate operating budgets and supervising expenditures under approved budgets.
2.26	Nominating to the Chancellor and Board the appointment, reappointment, promotion, retention, or dismissal of all members of the faculty and administrative officers as defined in <i>Chapter V, subparagraph 1.123</i> .
2.27	Developing and maintaining efficient personnel programs for all employees.
2.28	Managing efficiently Component business affairs and physical property; recommending additions and alterations to the physical plant; and developing long range plans for all Component programs and physical facilities.
2.29	Serving as presiding officer at official meetings of Component faculty and staff and as an ex officio member of each college or school faculty.
2.2(10)	Appointing campus committees, councils, and teams, and appointing or establishing procedures for the appointment of faculty, and staff. The authority of these bodies is limited to reviewing, offering suggestions, and making recommendations on matters related to their purpose. They will submit their reviews, recommendations and suggestions through channels to the President, who has responsibility and authority for making decisions, subject to the final authority of the Chancellor and the Board of Regents.
2.2(11)	Causing to be prepared and submitted to the System Administration for review the faculty, staff, and student handbooks for the governance of the Component.
2.2(12)	Leading private fund development support for the Component in accordance with policies and procedures established in these <i>Rules and Regulations</i> .
2.2(13)	Administering all Component contracts, agreements, or purchases as delegated under the System <i>Rules and Regulations</i> .
2.2(14)	Power to Suspend and Remove.
(a)	Suspension and Removal in Non-Title IX Misconduct Matters. Suspending and removal, without prior notice or hearing, and immediately removing from the campus, any employee or student whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the Component. As soon as practicable after removal, the President shall afford the affected person any hearing or grievance rights to which he or she may be entitled under these <i>Rules and Regulations</i> . Such rights are not waivable at the point of removal or while the affected person is receiving medical or mental health treatment.
(b)	Suspension and Removal in Title IX Sexual Harassment Matters. An employee or student can only be suspended, without prior notice or hearing, and immediately removed from campus, if their presence poses an immediate threat to any person's health or safety. As soon as practicable after removal, the President shall provide the suspended person with notice and an opportunity to challenge the removal. The removal challenge does not include a hearing but is limited to an administrative review by an Administrator appointed by the President. The Appointed Administrator will review the relevant facts and written materials, if any, surrounding the emergency removal. This review will occur within 72 hours of the emergency removal and the burden is on the suspended person to show why the removal should be lifted.
(c)	A peace officer may take a person into custody and transport the person to the nearest, appropriate mental health facility if the officer has reason to believe and does believe that there is substantial risk to the person or to others unless

	the person is immediately restrained. The officer shall fully comply with the provisions of <i>Texas Health and Safety Code, Section 573.001 et sequitur</i> . Generally, such actions are not disciplinary or penal in nature, nor are they treated as interim suspensions or removals, unless the person has violated a policy or rule of the System or of the Component. See <i>Chapter VI, Subparagraph 5.(14)</i> .
(d)	As soon as possible, the peace officer shall inform the appropriate Vice President (or designee) of actions taken regarding an affected person under <i>Subparagraph 2.2(14)(b)</i> .
2.2(15)	Campus Police. Employing campus peace officers in conformity with the Texas Commission on Law Enforcement Officers and Standards and <i>Texas Education Code, Section 51.203</i> and recommending their approval to the Chancellor and to the Board.
2.2(16)	Motor Vehicles. Promulgating rules governing operation and use of motor vehicles on Component property including vehicle registration fees, fines, and penalties.
2.2(17)	Establishing Fees. Notwithstanding Chapter III, Subparagraph 1.4, establishing the rate of other incidental fees or charges assessed under the authority of <i>Texas Education Code, Chapter 54</i> , including, but not limited to, fees or charges for labs, library fines, microfilming, thesis or doctoral manuscript reproduction or filing, application processing, laboratory breakage, bad checks, schedule changes, late registration, student publication, special courses or programs which are fully paid by privately funded scholarships, and installment payments within the limits set by the <i>Texas Education Code</i> and these <i>Rules and Regulations</i> .
2.2(18)	Grants and Contracts. Accepting grants from and contracts with federal, state, and other government agencies and private foundations, advancing funds as necessary to finance such grants and contracts in which the Component will be reimbursed.
2.2(19)	Highest Ranking High School Graduate Scholarships. Issuing scholarships each year to the highest-ranking graduate of each accredited high school of this state, exempting the graduates from the payment of tuition during both semesters of the first regular session immediately following their graduation, in accordance with <i>Texas Education Code, Section 54.301</i> . This exemption is granted for any one of the first four regular sessions following the individual's graduation from high school when in the opinion of the Component's President, the circumstances of an individual case, including military service, merit the action.
2.2(20)	General Property Deposit Scholarship. Issuing new and continuing scholarships from the General Property Deposit (GPD) forfeiture scholarships account per <i>Texas Education Code, Section 54.5021</i> . Future annual forfeiture of GPD may be directed to either the GPD forfeiture scholarship account, the GPD forfeiture endowment account, or a combination of the two, as allowed by statute. The President or a designee, is authorized to transfer funds annually from the endowment account to the scholarship account for the awards prescribed in the statute.
2.2(21)	Senior Citizens Exemption. Exempting persons age 65 years and over from the payment of tuition for up to six hours per semester or summer term, space permitting, per <i>Texas Education Code, Section 54.365</i> .
2.2(22)	Distance Learning Fee Exemption. Waiving certain fees for students enrolled only in distance learning courses or other off-campus courses of each Component, per <i>Texas Education Code, Section 54.218</i> .
2.2(23)	

	Disabled Peace Officer Exemption. Exempting disabled peace officers from tuition and required fees for undergraduate courses for which space is available, provided the student meets all criteria specified in <i>Texas Education Code, Section 54.352</i> .
2.2(24)	Exemptions from Tuition. Exempting qualified students from the payment of tuition and/or required fees as may be authorized by <i>Texas Education Code, Chapter 54</i> .
2.2(25)	Component Travel Policy. Establishing a travel policy for each Component's non-Education and general (E&G) funds to assure that travel expenditures are made in a manner that is uniformly and consistently applied across all non E&G funds.
2.2(26)	Electronic Information Resources Accessibility Program. Managing an Electronic Information Resources Accessibility Program that serves the Component community in accordance with <i>Texas Government Code Chapter 2054</i> and <i>Administrative Code Chapters 206</i> and <i>213</i> .

Per The Texas State University System Rules and Regulations, Chapter VIII, "Ethics Policy for Regents and Employees of the Texas State University System," Section 4 "Code of Ethics," Subpart 4.1 "Prohibited Actions of Regents,"[33] rules and regulations regarding undue outside influence are discussed.

All board members are educated and informed of their responsibilities, including undue outside influence through the TSUS. The Vice Chancellors and General Counsel, provide orientation training to the Board of Regents including undue external influence as outlined in The Texas State University System Vice Chancellor and General Counsel Orientation Materials, Chapter 5, "Financial Disclosure, Conduct, and Conflicts of Interest of State Officers and Employees," Subchapter A "General Provisions." [34]

Furthermore, the requirement of training is outlined in The Texas State University System Rules and Regulations, Chapter VIII, "Ethics Policy for Regents and Employees of the Texas State University System," Section 9 "Training," Subpart 9.1 "Training of Regents,"[35] regarding the duties and obligations of their office. Conflict of interest and undue influence is also outlined in "A Guide to Ethics Laws for State Officers and Employees, Chapter Part I. Standards of Conduct and Conflicts of Interest,"[36] published by the Texas Ethics Commission.

It is expected that if there exists a conflict of interest with a board member, that member must abstain from participating in, or voting on, any transaction where a conflict or a potential conflict may exist and must disclose the nature of the conflict in writing[37] in accordance with the Texas Ethics Commission [38]. From a practical standpoint, members of the TSUS Board of Regents abstain from voting on a matter that may be viewed as a conflict of interest. Board minutes capture board member votes, and when an issue arises that may be viewed as a personal gain for a board member, the board member will abstain from a formal vote on such matters. Currently, there have been no instances of conflict of interest matters within the TSUS Board of Regents[39] in the last five years .

To ensure CEO succession planning, The Texas State University System Rules and Regulations, Chapter IV, "President of the Components," Section 4 "Vacancies," outlines the process for hiring a new president, and filling an unplanned vacancy in both emergency and non-emergency situations. Table 4.2.g-2 "Vacancies" gives a description of each process.

Table 4.2.g-2 Vacancies		
Vacancy Type	To Address	TSUS Rule Number
New presidential appointment	The Chancellor shall recommend to the Board a	The Texas State University System Rules

	candidate for the presidency of each Component. The Board, by majority vote, at a lawfully called meeting, shall appoint Component Presidents.	and Regulations, Chapter IV, "President of the Components," Section 1 "Appointment"[40]
If a position becomes vacant during current employment period (planned)	The Chancellor may fill, by interim appointment, any vacancy that occurs in the position of President at any Component. The interim President shall serve until the Board approves a new President.	The Texas State University System Rules and Regulations, Chapter IV, "President of the Components," Section 4 "Vacancies"[41]
If an emergency situation occurs (short term)	In emergency situations where it is apparent that the Component President will be unable to perform his/her duties for at least four (4) weeks, the Chancellor after conferring with the Board chair and vice chair may appoint an interim President to serve until the President is able to resume his/her responsibilities. The Component President shall keep on file in the System Administration Office, at all times, the name of a designated second-in-command to act on his/her behalf when the President is not available.	The Texas State University System Rules and Regulations, Chapter IV, "President of the Components," Section 4 "Vacancies"[41]

The Texas State University System Rules and Regulations, Chapter 1, "Board of Regents," Section 8 "Self-Assessment"[42] states that the TSUS board of regents will perform a self-evaluation every three years. The TSUS Board of Regents used a survey instrument as shown in The Texas State University System Vice Chancellor and General Counsel Orientation Materials, Chapter 10, "Board of Regents Self Evaluation"[43]. This evaluation instrument contains the board's responsibilities and expectations. Using a self-evaluating process, these defined responsibilities and expectations are the criteria on which the board evaluates itself. Board members review the responsibilities and expectations of the board and are provided a copy of the self-evaluation instrument[44] which each individual completes and returns for tabulation of results. The cumulative results of the formal self-evaluation for 2021 is attached[45]. The minutes of the most recent board review of the self-evaluation, following the inception of this requirement by SACSCOC, are also attached[46].

- 4.3** If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy. (*Multi-level governance*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) is a component of the Texas State University System (TSUS) which is governed by a Board of Regents. The College is defined in State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 96. Institutions of the Texas State University System (TSUS), Subchapter E. Lamar University and Related Institutions, Section 96.703 “Lamar Institute of Technology,”[1]. The Board of Regents has a governing board of nine members that: is the legal body with specific authority over the institution; **exercises fiduciary oversight of the institution**; ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution; is not controlled by a minority of board members or by organizations or institutions separate from it; and, is not presided over by the chief executive officer of the institution. As stated in the State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 96. Institutions of the Texas State University System (TSUS) [2] the TSUS Board of Regents oversees all institutions within the system to include: Texas State University, Sul Ross University, Sam Houston State University, Lamar University, Lamar Institute of Technology, Lamar State College – Orange, and Lamar State College Port Arthur.

Per State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.02: “Board Members. Appointment, Qualification, and Terms,”[3] The board is composed of nine members appointed by the governor with the advice and consent of the senate. The members hold office for terms of six years, with the terms of three members expiring February 1 of odd-numbered years. State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.01 “Board of Regents. The organization, control, and management of the state university system is vested in the Board of Regents, Texas State University System,”[4] gives authority to the Texas State University System (TSUS) Board of Regents (BOR) oversight of the TSUS and its’ components.

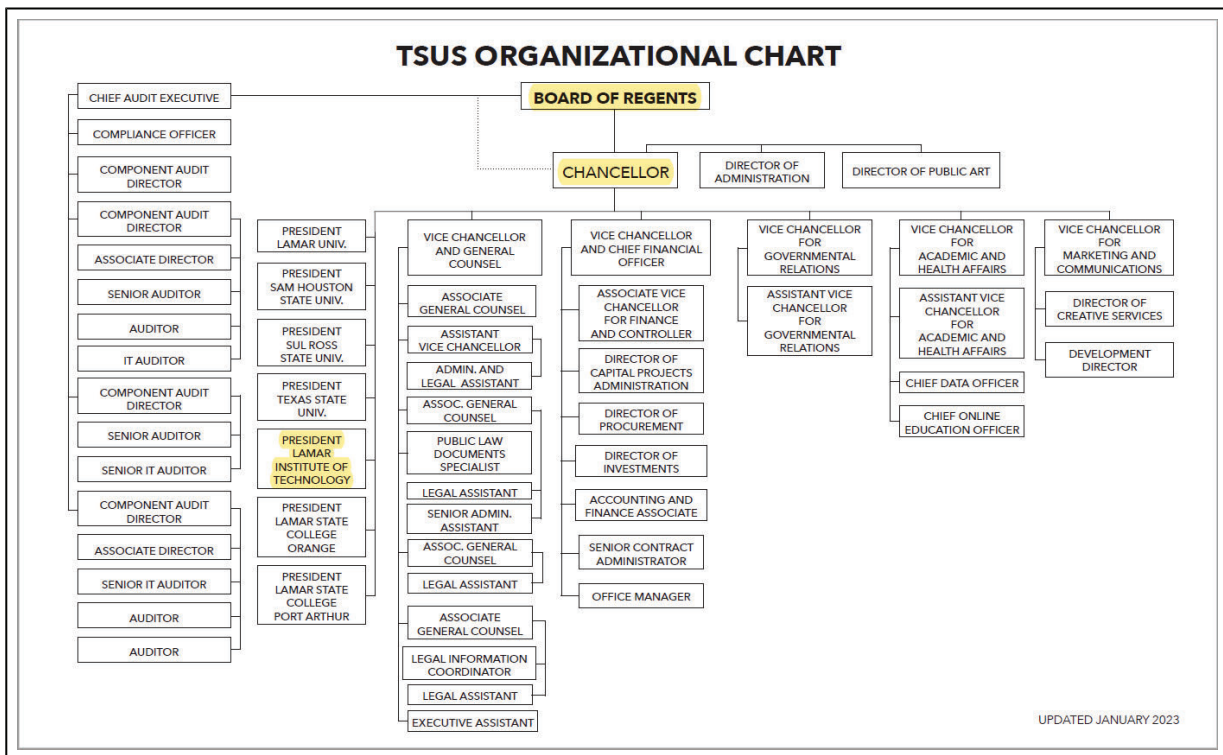
As stated in The Texas State University System Rules and Regulations, Chapter 1, “Board of Regents,” Section 2 “Authority,” Subpart 2.1 “Extent of Authority,”[5] “The Texas Legislature, which is given the duty and authority to provide for the maintenance, support, and direction of The Texas State University System, has delegated to the Board of Regents the power and authority, in broad terms, to administer the System,” and Subpart 2.2 “Board Responsibilities,”[6] “The organization, control, and management of the State University System is vested in the Board of Regents of The Texas State University System. The Board is responsible for the general control and management of the Components in the system and may erect, equip, and repair buildings; purchase libraries, furniture, apparatus, fuel, and other necessary supplies; employ and discharge Presidents or principals, teachers, treasurers, and other employees; and fix the salaries of the persons so employed; and perform such other acts as in the judgment of the Board contribute to the development of the Components in the System or the welfare of their students. The Board has authority to promulgate and enforce such rules, regulations, and orders for the operation, control, and management of the system and its Component institutions as the Board may deem either necessary or desirable. When a power is vested in the Board, the Board may adopt a rule, regulation, or order delegating such power to any officer, employee, or committee as the Board may designate. The Board is responsible for **regularly reviewing institutional missions and strategic plans.**” Table 4.3-1 “Approval and Reaffirmation of Mission” provides examples of the TSUS Board of Regents approving the LIT mission statement[7].

Document Approved	Date	Artifact
Mission	February 2019	X[8]
Strategic Plan (Including Mission)	December 2020	X (Minutes)[9] X (Strategic Plan)[10]
Mission	November 2023	X[11]

The TSUS Board of Regents exercises fiduciary oversight of the institution by approving the College's annual budget in accordance with State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.28 "Disbursement of Funds." [12]

Typically, this is completed during the August board meeting (e.g., August 2023 [13], August 2022 [14], August 2021 [15]).

State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.06 "System Central Administration Office," [16] states "(a) The central administration office of the university system shall provide oversight and coordination of the activities of each component institution within the system. (b) The board shall appoint an executive officer of the university system and determine the executive officer's term of office, salary, and duties. (c) The executive officer shall recommend a plan for the organization of the university system and the appointment of a president for each component institution within the system. (d) The executive officer is responsible to the board for the general management and success of the university system, and the board shall cooperate with the executive officer to carry out that responsibility. (e) In addition to other powers and duties provided by this code or other law, the central administration office of the system shall recommend necessary policies and rules to the governing board of the system to ensure conformity with all laws and rules and to provide uniformity in data collection and financial reporting procedures." This is carried out through The Texas State University System Rules and Regulations, Chapter 2, "System Administration," Section 3 "Officers of the System Administration," Subpart 3.1 "Chancellor," [17] "The Chancellor is the chief executive officer of The Texas State University System, whose duties are performed under the authority delegated by the Board of Regents. The Chancellor shall have ultimate authority and responsibility for all System Components, acting through chief executive officers regarding matters delegated to them and serve as secretary to, but not be a member of, the Board." The relationship of the TSUS Board of Regents to the College is shown in Figure 4.3-1 "Organizational Structure."



**Figure 4.3-1
Organizational Structure**

The relationship between the College's CEO (president), the TSUS, and the TSUS Board of Regents is governed by TSUS policy. As outlined in The Texas State University System Rules and

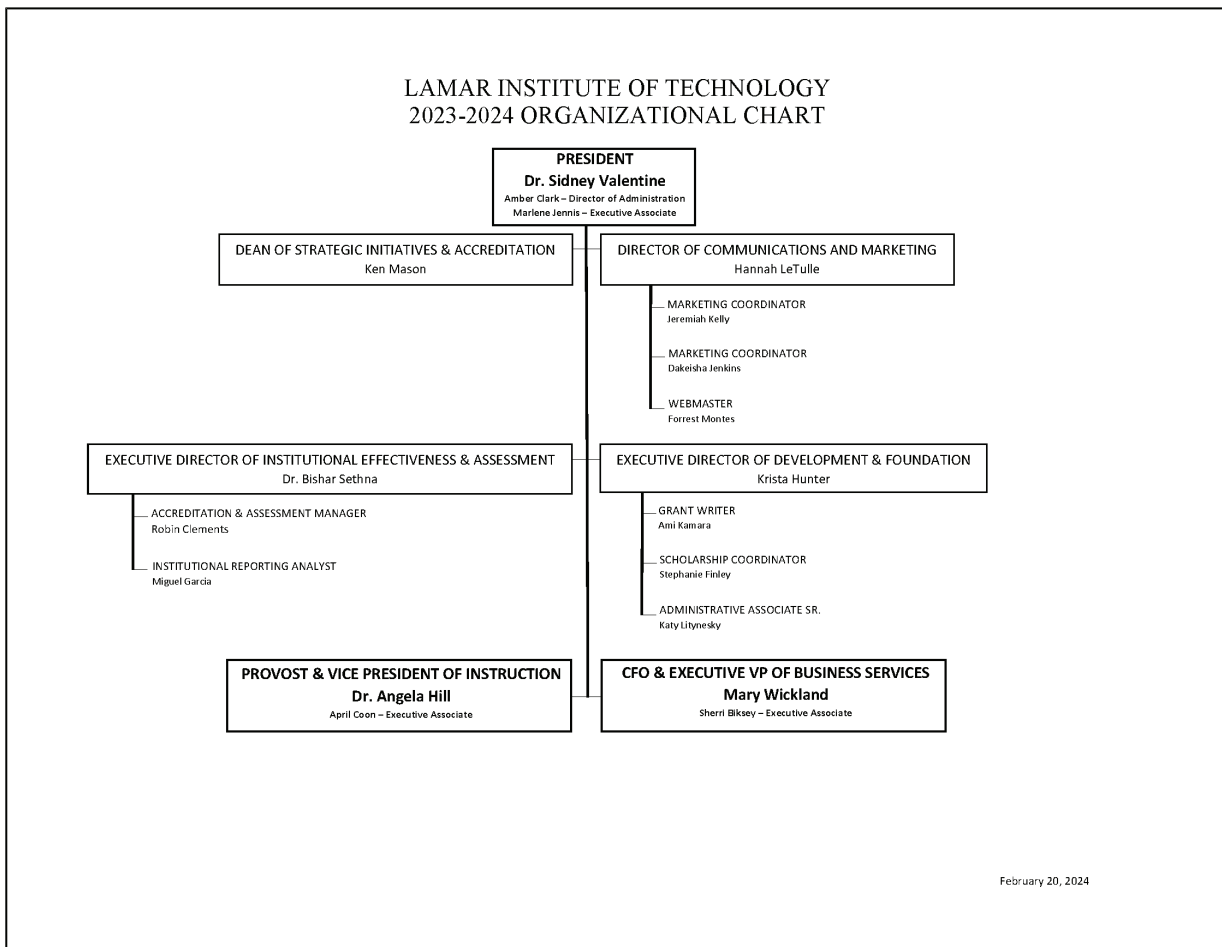
Regulations, Chapter IV, "President of the Components," Section 2 "Authority, Duties, and Responsibilities," Subsection 2.1 "Authority,"[18] the President shall be answerable to the Chancellor and shall have discretionary powers broad enough effectively to administer the Component within the policies and guidelines as set forth by the Chancellor and Board of Regents. The Texas State University System Rules and Regulations, Chapter IV, "President of the Components," Section 2 "Authority, Duties, and Responsibilities," Subsection 2.2 "Delegation of Authority,"[19] outline the primary duties of the president. These are shown in Table 4.3-2 "Duties of the President." Based on these duties, the institution maintains sufficient autonomy for separate accreditation by SACSCOC.

Table 4.3-2 Duties of the President	
Subpart	Description
2.21	Developing and maintaining efficiency and excellence within the Component, including maintenance of appropriate accreditations.
2.22	Making recommendations to the Chancellor and the Board on Component matters that require Board approval.
2.23	Carrying out all Chancellor and Board orders affecting the Component.
2.24	Interpreting System policies to the faculty and staff; representing and interpreting the Component's programs, needs and interests to the Board and the general public.
2.25	Recommending appropriate operating budgets and supervising expenditures under approved budgets.
2.26	Nominating to the Chancellor and Board the appointment, reappointment, promotion, retention, or dismissal of all members of the faculty and administrative officers as defined in <i>Chapter V, subparagraph 1.123</i> .
2.27	Developing and maintaining efficient personnel programs for all employees.
2.28	Managing efficiently Component business affairs and physical property; recommending additions and alterations to the physical plant; and developing long range plans for all Component programs and physical facilities.
2.29	Serving as presiding officer at official meetings of Component faculty and staff and as an ex officio member of each college or school faculty.
2.2(10)	Appointing campus committees, councils, and teams, and appointing or establishing procedures for the appointment of faculty, and staff. The authority of these bodies is limited to reviewing, offering suggestions, and making recommendations on matters related to their purpose. They will submit their reviews, recommendations and suggestions through channels to the President, who has responsibility and authority for making decisions, subject to the final authority of the Chancellor and the Board of Regents.
2.2(11)	Causing to be prepared and submitted to the System Administration for review the faculty, staff, and student handbooks for the governance of the Component.
2.2(12)	Leading private fund development support for the Component in accordance with policies and procedures established in these <i>Rules and Regulations</i> .
2.2(13)	Administering all Component contracts, agreements, or purchases as delegated under the System <i>Rules and Regulations</i> .
2.2(14)	Power to Suspend and Remove.
(a)	Suspension and Removal in Non-Title IX Misconduct Matters. Suspending and removal, without prior notice or hearing, and immediately removing from the campus, any employee or student whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the Component. As soon as practicable after removal, the President shall afford the affected person any hearing or grievance rights to which he or she may be entitled

	under these <i>Rules and Regulations</i> . Such rights are not waivable at the point of removal or while the affected person is receiving medical or mental health treatment.
(b)	Suspension and Removal in Title IX Sexual Harassment Matters. An employee or student can only be suspended, without prior notice or hearing, and immediately removed from campus, if their presence poses an immediate threat to any person's health or safety. As soon as practicable after removal, the President shall provide the suspended person with notice and an opportunity to challenge the removal. The removal challenge does not include a hearing but is limited to an administrative review by an Administrator appointed by the President. The Appointed Administrator will review the relevant facts and written materials, if any, surrounding the emergency removal. This review will occur within 72 hours of the emergency removal and the burden is on the suspended person to show why the removal should be lifted.
(c)	A peace officer may take a person into custody and transport the person to the nearest, appropriate mental health facility if the officer has reason to believe and does believe that there is substantial risk to the person or to others unless the person is immediately restrained. The officer shall fully comply with the provisions of <i>Texas Health and Safety Code, Section 573.001 et sequitur</i> . Generally, such actions are not disciplinary or penal in nature, nor are they treated as interim suspensions or removals, unless the person has violated a policy or rule of the System or of the Component. See <i>Chapter VI, Subparagraph 5.(14)</i> .
(d)	As soon as possible, the peace officer shall inform the appropriate Vice President (or designee) of actions taken regarding an affected person under <i>Subparagraph 2.2(14)(b)</i> .
2.2(15)	Campus Police. Employing campus peace officers in conformity with the Texas Commission on Law Enforcement Officers and Standards and <i>Texas Education Code, Section 51.203</i> and recommending their approval to the Chancellor and to the Board.
2.2(16)	Motor Vehicles. Promulgating rules governing operation and use of motor vehicles on Component property including vehicle registration fees, fines, and penalties.
2.2(17)	Establishing Fees. Notwithstanding Chapter III, Subparagraph 1.4, establishing the rate of other incidental fees or charges assessed under the authority of <i>Texas Education Code, Chapter 54</i> , including, but not limited to, fees or charges for labs, library fines, microfilming, thesis or doctoral manuscript reproduction or filing, application processing, laboratory breakage, bad checks, schedule changes, late registration, student publication, special courses or programs which are fully paid by privately funded scholarships, and installment payments within the limits set by the <i>Texas Education Code</i> and these <i>Rules and Regulations</i> .
2.2(18)	Grants and Contracts. Accepting grants from and contracts with federal, state, and other government agencies and private foundations, advancing funds as necessary to finance such grants and contracts in which the Component will be reimbursed.
2.2(19)	Highest Ranking High School Graduate Scholarships. Issuing scholarships each year to the highest-ranking graduate of each accredited high school of this state, exempting the graduates from the payment of tuition during both semesters of the first regular session immediately following their graduation, in accordance with <i>Texas Education Code, Section 54.301</i> . This exemption is granted for any one of the first four regular sessions following the individual's graduation from high school when in the opinion of the Component's President,

	the circumstances of an individual case, including military service, merit the action.
2.2(20)	General Property Deposit Scholarship. Issuing new and continuing scholarships from the General Property Deposit (GPD) forfeiture scholarships account per <i>Texas Education Code, Section 54.5021</i> . Future annual forfeiture of GPD may be directed to either the GPD forfeiture scholarship account, the GPD forfeiture endowment account, or a combination of the two, as allowed by statute. The President or a designee, is authorized to transfer funds annually from the endowment account to the scholarship account for the awards prescribed in the statute.
2.2(21)	Senior Citizens Exemption. Exempting persons age 65 years and over from the payment of tuition for up to six hours per semester or summer term, space permitting, per <i>Texas Education Code, Section 54.365</i> .
2.2(22)	Distance Learning Fee Exemption. Waiving certain fees for students enrolled only in distance learning courses or other off-campus courses of each Component, per <i>Texas Education Code, Section 54.218</i> .
2.2(23)	Disabled Peace Officer Exemption. Exempting disabled peace officers from tuition and required fees for undergraduate courses for which space is available, provided the student meets all criteria specified in <i>Texas Education Code, Section 54.352</i> .
2.2(24)	Exemptions from Tuition. Exempting qualified students from the payment of tuition and/or required fees as may be authorized by <i>Texas Education Code, Chapter 54</i> .
2.2(25)	Component Travel Policy. Establishing a travel policy for each Component's non-Education and general (E&G) funds to assure that travel expenditures are made in a manner that is uniformly and consistently applied across all non E&G funds.
2.2(26)	Electronic Information Resources Accessibility Program. Managing an Electronic Information Resources Accessibility Program that serves the Component community in accordance with <i>Texas Government Code Chapter 2054</i> and <i>Administrative Code Chapters 206</i> and <i>213</i> .

In addition to the president's primary duties, Dr. Valentine provides direct administrative support to the Direct Support Organization, which is the LIT Scholarship Foundation, Inc., and through a direct reporting relationship, the Office of the Provost, the Office of the Executive Vice President for Finance (EVP), the Office of Institutional Effectiveness, Communications and Marketing, and the Dean of Strategic Initiatives / Accreditation. These reporting relationships are shown in Figure 4.3-2 "Organizational Structure."



**Figure 4.3-2
Organizational Structure**

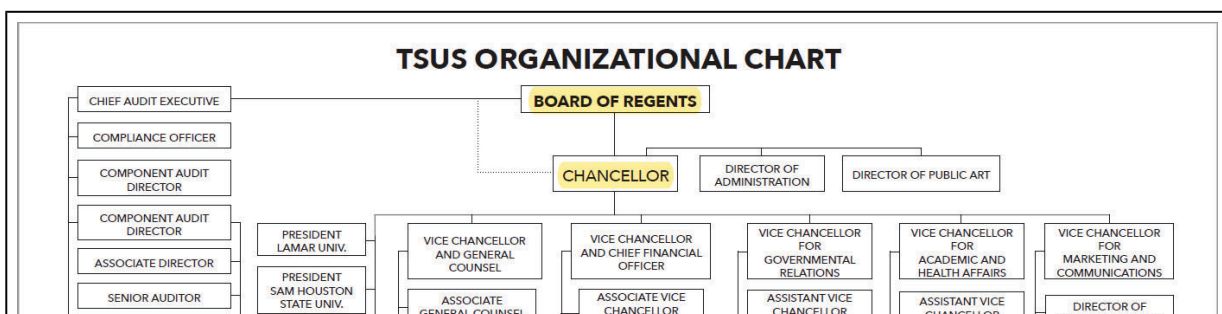
Section 5 Administration and Organization

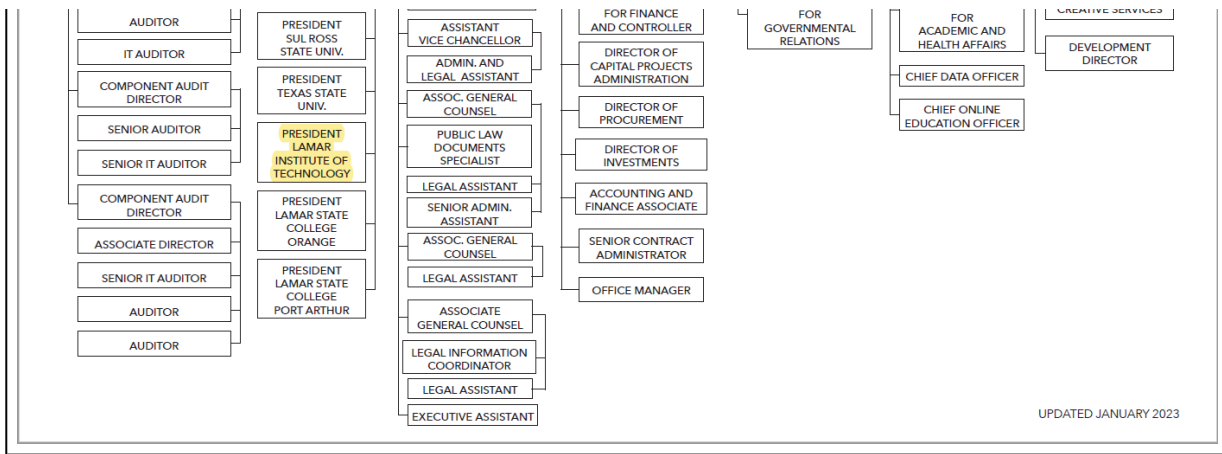
5.1 The institution has a chief executive officer whose primary responsibility is to the institution. (Chief executive officer) [CR]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) employs a Chief Executive Officer whose primary responsibility is to the institution. Dr. Sidney Valentine was hired as president on August 15, 2022[1]. He remains the current president of LIT, which is part of a system of institutions. He is employed on a full-time basis and his only duties are to work with the Texas State University System (TSUS), which is overseen by the TSUS Board of Regents, and to serve the students and staff of the college. The reporting structure between the president, the TSUS Chancellor, and the TSUS Board of Regents is shown in Figure 5.1-1 “TSUS Organizational Chart.”





**Figure 5.1-1
TSUS Organizational Chart**

The relationship between the College's CEO (president), the TSUS, and the TSUS Board of Regents is governed by TSUS policy. As outlined in The Texas State University System Rules and Regulations, Chapter IV, "President of the Components," Section 2 "Authority, Duties, and Responsibilities," Subsection 2.1 "Authority,"[2] the President shall be answerable to the Chancellor and shall have discretionary powers broad enough effectively to administer the Component within the policies and guidelines as set forth by the Chancellor and Board of Regents. The Texas State University System Rules and Regulations, Chapter IV, "President of the Components," Section 2 "Authority, Duties, and Responsibilities," Subsection 2.2 "Delegation of Authority,"[3] outline the primary duties of the president. These are shown in Table 5.1-1 "Duties of the President.":

Table 5.1-1 Duties of the President	
Subpart	Description
2.21	Developing and maintaining efficiency and excellence within the Component, including maintenance of appropriate accreditations.
2.22	Making recommendations to the Chancellor and the Board on Component matters that require Board approval.
2.23	Carrying out all Chancellor and Board orders affecting the Component.
2.24	Interpreting System policies to the faculty and staff; representing and interpreting the Component's programs, needs and interests to the Board and the general public.
2.25	Recommending appropriate operating budgets and supervising expenditures under approved budgets.
2.26	Nominating to the Chancellor and Board the appointment, reappointment, promotion, retention, or dismissal of all members of the faculty and administrative officers as defined in <i>Chapter V, subparagraph 1.123</i> .
2.27	Developing and maintaining efficient personnel programs for all employees.
2.28	Managing efficiently Component business affairs and physical property; recommending additions and alterations to the physical plant; and developing long range plans for all Component programs and physical facilities.
2.29	Serving as presiding officer at official meetings of Component faculty and staff and as an ex officio member of each college or school faculty.
2.2(10)	Appointing campus committees, councils, and teams, and appointing or establishing procedures for the appointment of faculty, and staff. The authority of these bodies is limited to reviewing, offering suggestions, and making recommendations on matters related to their purpose. They will submit their

	reviews, recommendations and suggestions through channels to the President, who has responsibility and authority for making decisions, subject to the final authority of the Chancellor and the Board of Regents.
2.2(11)	Causing to be prepared and submitted to the System Administration for review the faculty, staff, and student handbooks for the governance of the Component.
2.2(12)	Leading private fund development support for the Component in accordance with policies and procedures established in these <i>Rules and Regulations</i> .
2.2(13)	Administering all Component contracts, agreements, or purchases as delegated under the System <i>Rules and Regulations</i> .
2.2(14)	Power to Suspend and Remove.
(a)	Suspension and Removal in Non-Title IX Misconduct Matters. Suspending and removal, without prior notice or hearing, and immediately removing from the campus, any employee or student whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the Component. As soon as practicable after removal, the President shall afford the affected person any hearing or grievance rights to which he or she may be entitled under these <i>Rules and Regulations</i> . Such rights are not waivable at the point of removal or while the affected person is receiving medical or mental health treatment.
(b)	Suspension and Removal in Title IX Sexual Harassment Matters. An employee or student can only be suspended, without prior notice or hearing, and immediately removed from campus, if their presence poses an immediate threat to any person's health or safety. As soon as practicable after removal, the President shall provide the suspended person with notice and an opportunity to challenge the removal. The removal challenge does not include a hearing but is limited to an administrative review by an Administrator appointed by the President. The Appointed Administrator will review the relevant facts and written materials, if any, surrounding the emergency removal. This review will occur within 72 hours of the emergency removal and the burden is on the suspended person to show why the removal should be lifted.
(c)	A peace officer may take a person into custody and transport the person to the nearest, appropriate mental health facility if the officer has reason to believe and does believe that there is substantial risk to the person or to others unless the person is immediately restrained. The officer shall fully comply with the provisions of Texas <i>Health and Safety Code, Section 573.001 et sequitur</i> . Generally, such actions are not disciplinary or penal in nature, nor are they treated as interim suspensions or removals, unless the person has violated a policy or rule of the System or of the Component. See <i>Chapter VI, Subparagraph 5.(14)</i> .
(d)	As soon as possible, the peace officer shall inform the appropriate Vice President (or designee) of actions taken regarding an affected person under <i>Subparagraph 2.2(14)(b)</i> .
2.2(15)	Campus Police. Employing campus peace officers in conformity with the Texas Commission on Law Enforcement Officers and Standards and <i>Texas Education Code, Section 51.203</i> and recommending their approval to the Chancellor and to the Board.
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2.2(17)	Establishing Fees. Notwithstanding Chapter III, Subparagraph 1.4, establishing the rate of other incidental fees or charges assessed under the authority of <i>Texas Education Code, Chapter 54</i> , including, but not limited to, fees or

	charges for labs, library fines, microfilming, thesis or doctoral manuscript reproduction or filing, application processing, laboratory breakage, bad checks, schedule changes, late registration, student publication, special courses or programs which are fully paid by privately funded scholarships, and installment payments within the limits set by the <i>Texas Education Code</i> and these <i>Rules and Regulations</i> .
2.2(18)	Grants and Contracts. Accepting grants from and contracts with federal, state, and other government agencies and private foundations, advancing funds as necessary to finance such grants and contracts in which the Component will be reimbursed.
2.2(19)	Highest Ranking High School Graduate Scholarships. Issuing scholarships each year to the highest-ranking graduate of each accredited high school of this state, exempting the graduates from the payment of tuition during both semesters of the first regular session immediately following their graduation, in accordance with <i>Texas Education Code, Section 54.301</i> . This exemption is granted for any one of the first four regular sessions following the individual's graduation from high school when in the opinion of the Component's President, the circumstances of an individual case, including military service, merit the action.
2.2(20)	General Property Deposit Scholarship. Issuing new and continuing scholarships from the General Property Deposit (GPD) forfeiture scholarships account per <i>Texas Education Code, Section 54.5021</i> . Future annual forfeiture of GPD may be directed to either the GPD forfeiture scholarship account, the GPD forfeiture endowment account, or a combination of the two, as allowed by statute. The President or a designee, is authorized to transfer funds annually from the endowment account to the scholarship account for the awards prescribed in the statute.
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2.2(24)	Exemptions from Tuition. Exempting qualified students from the payment of tuition and/or required fees as may be authorized by <i>Texas Education Code, Chapter 54</i> .
2.2(25)	Component Travel Policy. Establishing a travel policy for each Component's non-Education and general (E&G) funds to assure that travel expenditures are made in a manner that is uniformly and consistently applied across all non E&G funds.
2.2(26)	Electronic Information Resources Accessibility Program. Managing an Electronic Information Resources Accessibility Program that serves the Component community in accordance with <i>Texas Government Code Chapter 2054</i> and <i>Administrative Code Chapters 206</i> and <i>213</i> .

In addition to the president's primary duties, Dr. Valentine provides direct administrative support to the Direct Support Organization, which is the LIT Scholarship Foundation, Inc., and through a direct reporting relationship, the Office of the Provost, the Office of the Executive Vice President for Finance (EVP), the Office of Institutional Effectiveness, Communications and Marketing, and the Dean of

Strategic Initiatives / Accreditation. These reporting relationships are shown in the complete LIT organizational chart[4] as well as Figure 5.1-2 "President's Direct Reports." As each of these other key activities support the College mission[5], none create a potential for conflict of interest with the interests of the College.

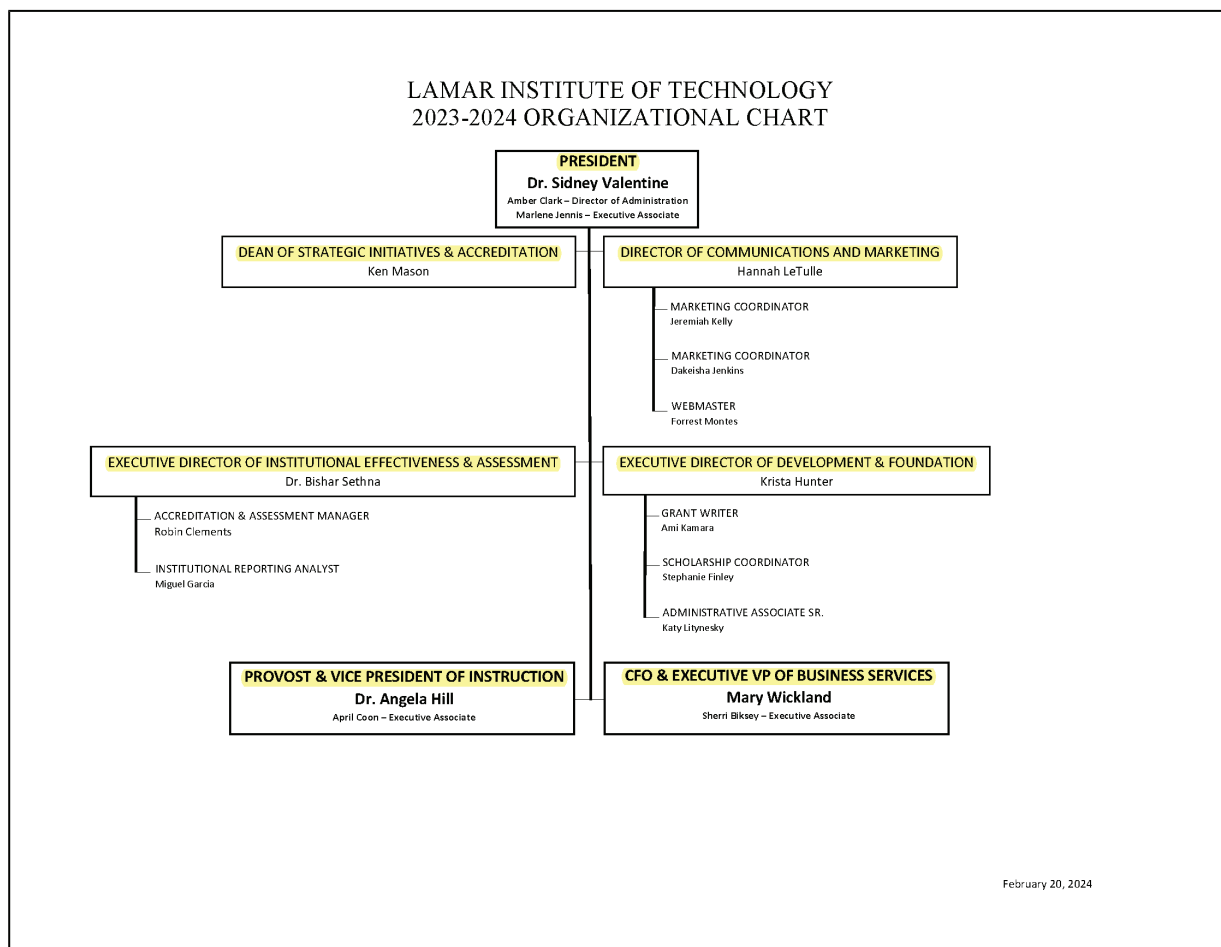


Figure 5.1-2
President's Direct Reports

5.2.a The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution's educational, administrative, and fiscal programs and services (*CEO control*)

Compliance Status: Compliant

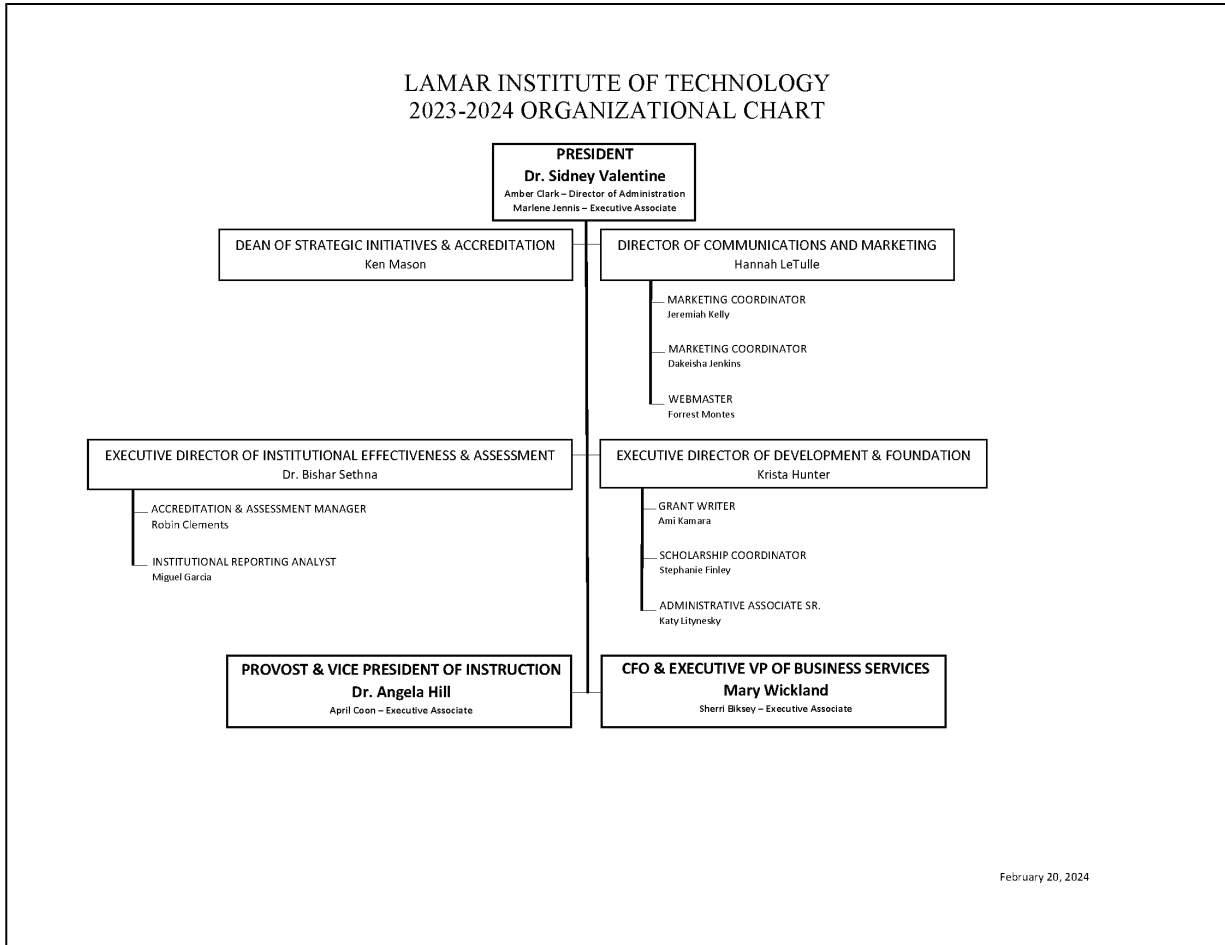
Narrative

The president of Lamar Institute of Technology (LIT) has ultimate responsibility for, and exercises appropriate control over, the College's educational, administrative, as well as fiscal programs and services.

The president directly oversees the Office of the provost, the executive vice president (EVP) of finance, the office of institutional effectiveness (IE), communications and marketing (COM), the direct support organization, which is the Lamar Institute of Technology Foundation (Foundation), and the dean of strategic initiatives / accreditation (IAL). As just noted, the president directly oversees the College provost and the executive vice president (EVP) of finance and operations as shown in Figure 5.2.a-1 "Executive Organizational Structure." The provost oversees all educational programs and student services functions. The EVP of Finance and Operations oversees the administrative and financial services including: creating and monitoring the College budget, director of human resources,

director of finance, purchasing, maintenance, safety, and information technology (IT). These reporting relationships are shown in the complete LIT organizational chart[1] as well as Figure 5.2.a-1 "Executive Organizational Structure."

The job descriptions of the each of these positions (Provost[2], EVP[3], IE[4], COM[5], Foundation[6], IAL[7]) illustrate the reporting relationship to the president and his ultimate responsibility and control over these areas. To further demonstrate the direct reporting relationships, each of the positions listed are evaluated annually (Provost[8], EVP[9] [10], IE[11], COM[12], Foundation[13], IAL[14]) by the president (**NOTE: Dr. Valentine became president 8/16/22. This reporting structure reflects changes he has made since that time. Thus, the reason for having only one year of data at the writing of this report**). To help ensure that the reporting lines to the CEO (president) are clearly visible and understood by all affected constituencies, the complete LIT organizational chart is accessible on the College webpage[15].



**Figure 5.2.a-1
Executive Organizational Structure**

The TSUS Rules and Regulations contain the written policies governing the roles and responsibilities of the board and administration of the College, while the College's written policies contain those polices which outline the role of faculty in the governance of the College. All these policies are consistent with the organizational structure and implemented as shown in Table 5.2.a-1 "Policies Implementing Organizational Structure." This table shows the responsible party and links to the applicable TSUS and LIT policies.

Table 5.2.a-1 Policies Implementing Organizational Structure	
Responsible Party	Policy

Board	State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter B. Powers and Duties of the Board, Section 95.21 "General Responsibilities and Authority of the Board" [16]
President	The Texas State University System Rules and Regulations, Chapter IV, "President of the Components," Section 2 "Authority, Duties, and Responsibilities," Subsection 2.1 "Authority"[17]
	The Texas State University System Rules and Regulations, Chapter IV, "President of the Components," Section 2 "Authority, Duties, and Responsibilities," Subsection 2.2 "Delegation of Authority"[18]
Faculty	Lamar Institute of Technology Policy and Procedure Manual, Section 4: Employment Practices, Policy 4.35 "Faculty Governance" [19]

In certain situations, the president may choose or deem appropriate and necessary to delegate the authority for administrative and academic decisions. According to Lamar Institute of Technology Policy and Procedure Manual, Section 3: Classification/Salary, Policy 3.1[20]:

"Administrative officers are vice presidents, deans, and other administrative personnel with ***delegated executive authority as determined by the President.***"

The control of the CEO (president) is demonstrated through the examples shown in Table 5.2.a-2 "Examples of CEO's Role." This table shows the date, topic, and link to artifacts illustrating the CEO's leadership role.

Table 5.2.a-2 Examples of CEO's Role		
Date	Topic	Artifact
11/11/23	Grant Award	X[21]
10/26/2023	Signature Delegation	X[22]
10/20/2023	Growth Projections	X[23]
10/19/2023	Livingston Site	X[24]
10/12/2023	CEO Summary Data Report	X[25]
09/25/2023	Faculty and Staff Raises	X[26]
11/02/2022	Building Expansion	X[27]

5.2.b The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution's intercollegiate athletics program (*Control of intercollegiate athletics*)

Compliance Status: Compliant

Narrative

This standard is not applicable to Lamar Institute of Technology.

- 5.2.c** The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution's fund-raising activities. (*Control of fund-raising activities*)

Compliance Status: Compliant

Narrative

The CEO (president) of Lamar Institute of Technology (LIT) is ultimately responsible for, and exercises appropriate control over, the institution's fund-raising activities. The fund-raising activities, away from its direct support organization (DSO) the Lamar Institute of Technology Foundation (Foundation) is somewhat limited to student clubs, and overall resource development (e.g., grants). The Texas State University System Rules and Regulations, Chapter IV, "President of the Components," Section 2 "Authority, Duties, and Responsibilities," Subsection 2.2 "Delegation of Authority," 2.2(12)[1] states the president shall "Lead private fund development support for the Component in accordance with policies and procedures established in these *Rules and Regulations* ." Such private fund development support includes the Foundation. The Foundation operates as a 501 (c)(3) organization and it has its own set of by-laws. Ultimately, the president of the College is responsible for and controls the fund-raising activities.

The president of the College is involved in approving student organization and student club fund-raising initiatives[2]. Student organizations must seek the approval of the president when planning fund-raising activities. Student fund-raising activities are coordinated through the associate vice president of student services and ultimately approved by the president. The president of the College and the associate vice president of student services jointly sign a form to approve minor fund-raising activities at the College through student organizations. The rationale for the signatures is to ensure that both parties are informed that the fundraising activity will be occurring and has the appropriate approvals for resources.

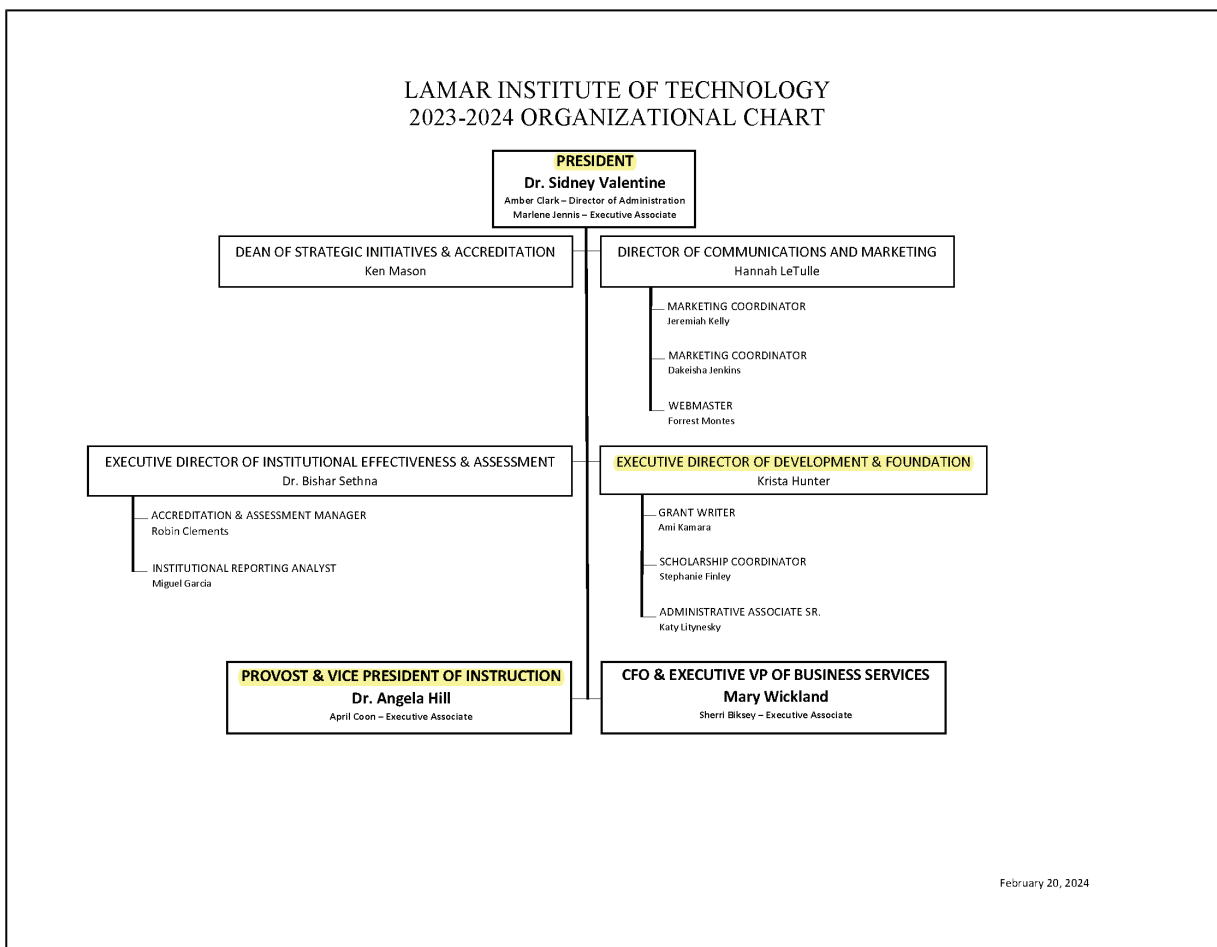
In the broader area of resource development, the College seeks external opportunities through the grant application process. The Executive Director of Development and the Foundation, who reports directly to the president, oversees grant development at the College.

Lamar Institute of Technology hired a grants officer in January 2023 who has the sole responsibility of seeking out and assisting in writing grants for the institution.

The Texas State University System (TSUS) Board of Regents is involved through information sharing and a specific report given as part of a standing report (February 2023[3], August 2023[4]) at each board meeting. These reports are approved as part of the consent agenda items (February 2023[5], August 2023[6]).

Often individual program areas or divisions of the College raise funds to support various student-related initiatives. The president of the College is involved in the final approval of the fund-raising events. By virtue of his involvement in the planning and execution of the fund-raising activities, the president exercises appropriate control and ultimately approves the request to hold a fund-raising event to support the College's student organizations. Examples of the events[7] and the approval process are provided.

The organizational structure confirms the reporting relationships to the office of the president. These direct reports include the Provost[8] (responsible for student clubs) and the Executive Director of Development and the Foundation[9] (responsible for grants) as shown in Figure 5.2.c - 1 "Executive Organizational Chart."



**Figure 5.2.c-1
Executive Organizational Chart**

Driven by the College's mission[10], its academic practices can be categorized as academic transfer and occupational. All fund-raising practices at LIT support the mission of the College through scholarships. The TSUS Board of Regents are kept informed of any major fund-raising activity at the College, mainly those that deal with grants.

The alumni association at LIT is organized through the Alumni Affairs Specialist. This individual reports directly to the Executive Director of Development and the Foundation, who oversees the LIT Foundation. The alumni association at LIT does not get directly involved in fund-raising projects. Through the Alumni Affairs Specialist, alumni of the College are encouraged to participate in alumni activities and meetings, and to contribute to the LIT Foundation. There are no other institutional centers or other groups that get involved in fund-raising activities at LIT.

As shown, the Lamar Institute of Technology (LIT) CEO/College president has ultimate responsibility for and exercises appropriate control over the institution's fund-raising activities.

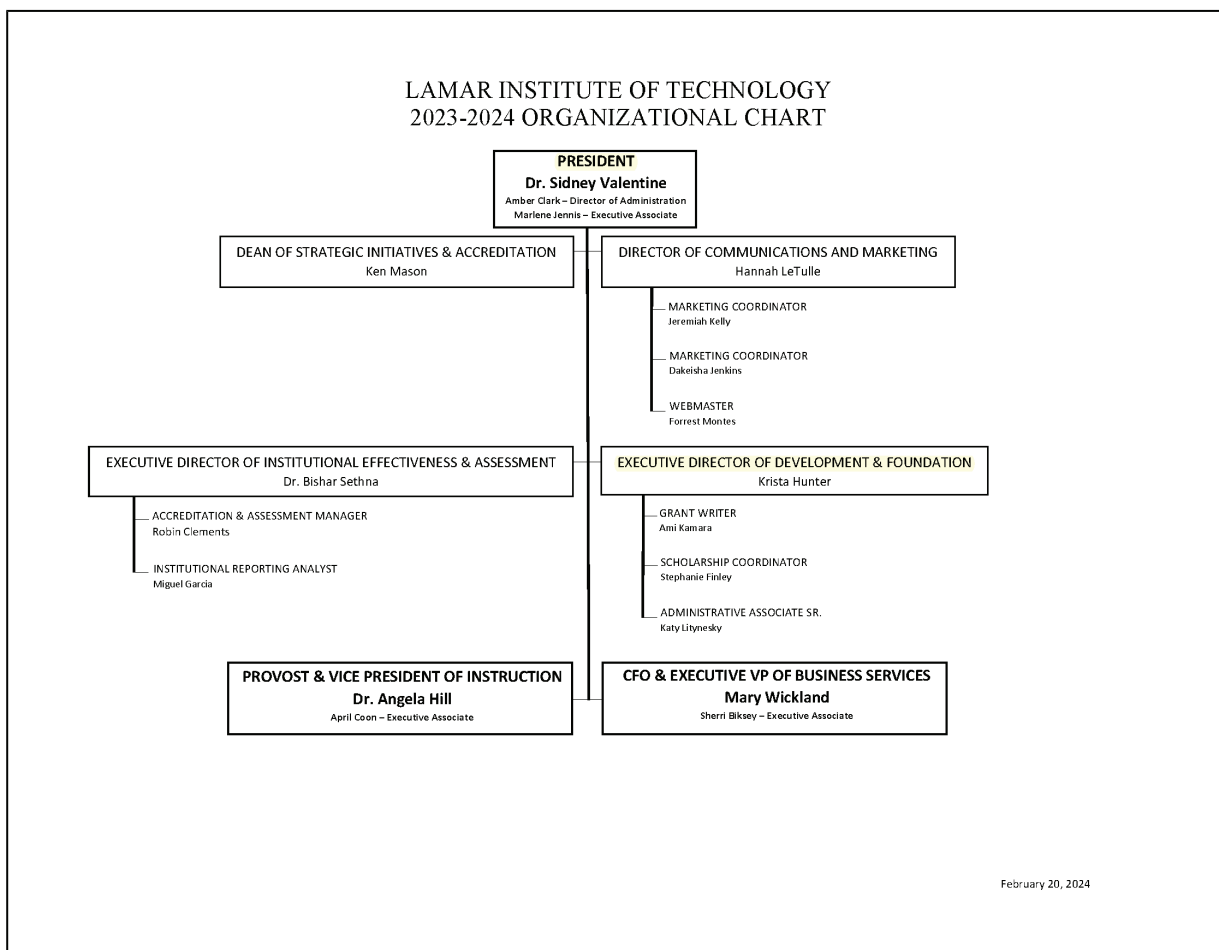
- 5.3** For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:
- The legal authority and operating control of the institution is clearly defined with respect to that entity.
 - The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.
 - The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

(Institution-related entities)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) has a supportive arrangement with its direct support organization (DSO) officially known as the Lamar Institute of Technology Foundation (Foundation). The Foundation was formed for the purpose of supporting LIT and its programs through scholarships. The LIT Foundation is an institution-related entity that is organized separately from the College and it has its own set of operational By-Laws[1]. The Foundation has its own Board of Directors[2]. The Foundation is a registered non-profit, 501(c)(3), organization with an executive director who oversees its activities. As shown in Figure 5.3-1 "Organizational Chart" the executive director of development and the foundation reports directly to the president. This reporting relationship is defined in the job descriptions of the president (The Texas State University System (TSUS) Rules and Regulations, Chapter IV, "President of the Components," Section 2 "Authority, Duties, and Responsibilities," Subsection 2.2 "Delegation of Authority"[3]) and the executive director of development and the foundation[4].



**Figure 5.3-1
Organizational Chart**

a). Legal Authority

The legal authority and operating control of the College is clearly defined with respect to the Lamar Institute of Technology Foundation. The Relationship Agreement[5] documents the separate relationship and how the Foundation exists to support the College. In addition, the LIT Foundation has its own set of operational By-Laws[1]. The Executive Committee of the Foundation Board of Directors, of which the College president is a voting member meets one week prior to the full board meeting (August 2022[6], February 2023[7], May 2023[8], September 2023[9]). The Foundation Board of Directors meets regularly (August 2022[10], June 2023[11], March 2023[12], September 2023[13]) to

handle Foundation business. The Texas State University System Rules and Regulations, Chapter IV, "President of the Components," Section 2 "Authority, Duties, and Responsibilities," Subsection 2.2 "Delegation of Authority," part 2.2(12)[14] defines the president's role in the operations of the Foundation.

Although the Foundation is formed for the purpose of supporting the College and it is organized separately, the ultimate control of this entity resides with the president of the College. In accordance with the Relationship Agreement[15], the president of LIT approves all fund-raising activities[16] of the Foundation through a formal arrangement between the president and the executive director for Institutional Advancement (the Foundation).

b). Relationship and Liability

The relationship of the Foundation to the College and the extent of any liability arising from that relationship are clearly described in the relationship agreement[17] and operation By-Laws[18] of the Foundation, as previously noted. The essential elements of the agreement between the College and Foundation include:

- Foundation's relationship to the College
- College's relationship to the Foundation
- Foundation responsibilities
- Student and alumni records
- Foundation funding and administration

For liability protection, the Foundation is a separate organization. As such, its board members are protected with their own Director and Officer Insurance[19]. The By-Laws[20] accurately describe the relationship between the College and the Foundation as:

The Foundation was established as a nonprofit corporation under the laws of the State of Texas and is organized exclusively for charitable educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may be amended. The purposes of the Foundation are: ***(i) to provide support to Lamar Institute of Technology by soliciting, receiving, and accepting gifts of money and other property-tangible or intangible, real, and personal from the general public, including individuals, corporations, and other entities and sources;*** (ii) administer, manage, invest, and reinvest such money and property; (iii) apply and expend the income and proceeds thereof for such purposes, all to or for the benefit of the Lamar Institute of Technology; (iv) employ or retain any bank, trust company, or financial institution to guide the Foundation in the investment and management of its real and personal property.

Additionally, the By-Laws[18] describe the College's liability associated with the relationship to the Foundation as follows:

Upon liquidation or cessation of the activities of the Foundation, its assets and property, ***after satisfying all debts and liabilities***, shall be transferred to Lamar Institute of Technology or to a successor Internal Revenue Code §501(c)(3) organization, as determined by the Board of Directors and the Texas State University System.

c). Fund-raising Activities

The College president exercises appropriate control and ultimately approves requests to hold fund raising events. Examples of these events and the approval process are provided in Table 5.3-1 "Fund Raising Activities."

**Table 5.3-1
Fund Raising Activities**

Event	Artifact
LIT Sporting Clays Classic	X[21]
Golf Tournament	X[22]
Salute to Our Heroes	X[23]

The fund-raising activities of the Foundation are defined in a formal, written manner which assures that those activities support the mission of the institution.

As stated in the LIT Foundation by-laws, the mission of the Foundation[24] is:

.... (i) to **provide support to Lamar Institute of Technology** by soliciting, receiving, and accepting gifts of money and other property-tangible or intangible, real, and personal from the general public, including individuals, corporations, and other entities and sources; (ii) administer, manage, invest, and reinvest such money and property; (iii) apply and expend the income and proceeds thereof for such purposes, all to or **for the benefit of the Lamar Institute of Technology**

This mission is consistent with the mission of the College[25] which is:

... to provide **innovative teaching** and **learning** for **tomorrow's workforce**.

As italicized above, both the College and the Foundation have a common goal of providing support to the College and the community through innovation.

The financial soundness of the Foundation does not affect the financial soundness of the College as described in the by-laws[26]. Additionally, each year the LIT Foundation provides scholarship dollars to students. These funds support the overall mission of the College. The accounts of the LIT Foundation are audited separately (e.g. 2019[27], 2020[28], 2021[29]) from the College.

Through the TSUS Board of Regents Quarterly meetings, the leadership of both the College and the Foundation demonstrate cooperation through reporting of information to the governing board by the LIT Foundation. This can be seen through specific standing reports given at each board meeting (February 2023[30], August 2023[31]). These reports are approved as part of the consent agenda items (February 2023[32], August 2023[33]).

- 5.4** The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. (*Qualified administrative/academic officers*)[**Off-Site /On-Site Review**]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) employs and regularly evaluates administrative an academic officers with appropriate experience and qualifications to lead the institution.

A compilation of each officer's curriculum vitae, position description, responsibilities, most recent evaluation, educational qualifications, and professional experience are shown in Table 5.4-1 "Qualified Administrative/Academic Officers." The information hyperlinked in the table (curriculum vitae, job description, most recent evaluation) demonstrates the appropriateness to the position held and that all qualifications align with published position descriptions.

Table 5.4-1 Qualified Administrative/Academic Officers						
Name	Title	Responsibilities	Evaluation			

					Educational Qualifications	Professional Experience
Executive Administrators						
1	Dr. Angela Hill[1]	Provost and Vice President for Instruction[2]	Chief Academic Officer Executive administrator of academic programs, student services, dual credit, online learning, and workforce and continuing education.	2022-23[3] <i>AVP role</i> 2021-22[4] 2020-21[5]	PhD, Educational Leadership Hampton University M.Ed., Educational Administration Prairie View A&M University B.B.A., Management Information Systems Lamar University B.B.A., Finance Lamar University	2022 – Present Provost/Vice President for Instruction Lamar Institute of Technology (LIT) 2020-2022 Associate Vice President of Student and Academic Success LIT 2019-2020 Dean of Student and Academic Success LIT 2017-2019 Executive Director for Teaching and Learning Center LIT 2009-2017 Assistant Professor, Computer Information Systems LIT 2003-2008 Teacher, Business Education and Technology Beaumont Independent School District
	Melissa Armentor <i>previous in responsibility</i>	Vice President for Student and Academic Success		2017[6]		
2	Mary Wickland[7]		Chief Finance Officer	2022-23[9] 2021-22[10] 2020-21[11]	B. B. A. Accounting Lamar University	2009-Present Executive Vice President of

		Executive Vice President for Finance and Operations[8] <i>*Shared Services position as of 2023</i>	Executive administrator of information technology, finance, shared business services, safety, risk management, operations, facilities and planning and construction			Finance & Operations (LIT, LSCO, LSCPA) 2007-2009 Mary Wickland, CPA-Owner 2002-2007 Brooks, Applegate & Wickland, LLP and Mary Wickland, PC Partner-Owner 1995-2002 Wathen, DeShong & Juncker, LLP Manager 1993-1995 Melton and Melton, LLP Accountant
	Bonnie Allbright <i>previous in responsibility</i>	Chief Business and Financial Officer		2017[12]		
	Name	Title	Responsibilities	Evaluation	Educational Qualifications	Professional Experience
Instructional Administrators						
3	Lauri Arnold-Calder[13]	Dean of Instruction[14]	Instructional administrator of business technologies, general education and developmental studies, and public service and safety programs	2022-23[15] <i>Department Chair role</i> 2021-22[16]	M.A. Education Technology Leadership Lamar University B.A. Applied Arts and Science Lamar University AAS Computer Electronics and Robotics Lamar Institute of Technology	2023-Present Dean of Instruction (LIT) 2017-2023 Department Chair Business Technology (LIT) 2021-2017 Adjunct Instructor Management (LIT) 2007-2018

					<p>Program Director Computer /Networking (LIT)</p> <p>2005-2023 Instructor Computer/ Networking (LIT)</p>
Allen Welch [17]	Dean of Instruction[14]	Instructional administrator of allied health and sciences and technology programs	<p>2022-23[18]</p> <p><i>Department Chair role</i></p> <p>2021-22[19]</p>	<p>B.A.A.S. Lamar University</p> <p>AAS Paramedic Lamar Institute of Technology</p> <p>Certificate Paramedic Amarillo College</p>	<p>2023-Present Dean of Instruction Lamar Institute of Technology (LIT)</p> <p>2019-2023 Department Chair, Allied Health Lamar Institute of Technology (LIT)</p> <p>2011-2022 Program Director EMS Lamar Institute of Technology (LIT)</p> <p>2007-2011 Coordinator/EMS Lamar Institute of Technology (LIT)</p>
Ken Mason [20]	Dean of Instruction	Instructional administrator to support Provost	2021-22[21]	<p>M. S. Criminal Justice Lamar University</p> <p>B. S. Criminal Justice Lamar University</p>	<p>2021-2023 Assoc. Dean /Dean of Instruction (LIT)</p> <p>2014-2021 Department Chair Public service and Safety (LIT)</p> <p>2007-2014 Assistant Director Police Academy (LIT)</p>

	Dr. Angela Hill[1] <i>previous in responsibility</i>	Associate Vice President of Student and Academic Success	Administrative oversight of Academics and Student Success	2020-21[5]	PhD, Educational Leadership Hampton University M.Ed., Educational Administration Prairie View A&M University B.B.A., Management Information Systems Lamar University B.B.A., Finance Lamar University	2020-2022 Associate Vice President of Student and Academic Success LIT 2019-2020 Dean of Student and Academic Success LIT 2017-2019 Executive Director for Teaching and Learning Center LIT 2009-2017 Assistant Professor, Computer Information Systems LIT 2003-2008 Teacher, Business Education and Technology Beaumont Independent School District
	Name	Title	Responsibilities	Evaluation	Educational Qualifications	Professional Experience
Institutional Administrators						
4	Tasha Morales[22]	Associate Vice President for Student Services[23]	Administrator of student services, including advising financial aid, registration /records, testing, special populations, career services, recruitment, student activities, and title IX	2022-23[24]	M.B.A Human Resource Management California Southern University Bachelors Interdisciplinary Studies Hodges University Associate in Arts	2022- Present Associate Vice Present of Student Services Lamar Institute of Technology (LIT) 2016-2022 HIS-STEM Project Director South Florida State College 2015-2016

				Liberal Arts and Sciences South Florida State College	TRiO Advisor /Office Manager South Florida State College 2014-2015 TRiO Program Specialist (Professional staff Level I) South Florida State College 2013-2014 TRiO Program Specialist (Staff Assist. II Full-time) South Florida State College 2013-2013 TRiO Program Specialist (Staff Assist. II Part-time) South Florida State College
Dr. Angela Hill[1] <i>previous in responsibility</i>	Associate Vice President of Student and Academic Success	Administrative oversight of Academics and Student Success	2021-22[4] 2020-21[5]	PhD, Educational Leadership Hampton University M.Ed., Educational Administration Prairie View A&M University B.B.A., Management Information Systems Lamar University B.B.A., Finance Lamar University	2020-2022 Associate Vice President of Student and Academic Success LIT 2019-2020 Dean of Student and Academic Success LIT 2017-2019 Executive Director for Teaching and Learning Center LIT 2009-2017 Assistant Professor,

						Computer Information Systems LIT 2003-2008 Teacher, Business Education and Technology Beaumont Independent School District
5	Ken Mason [20]	Dean of Strategic Initiatives & Accreditation [25] <i>*New position created January 2023</i>	Responsible for the college accreditation processes, college development, building excellence, and implementing and monitoring the college's Strategic Plan	2022-23[26] <i>Associate Dean/Dean Dept. Chair role</i> 2021-22[21] 2020-21[27]	M. S. Criminal Justice Lamar University B. S. Criminal Justice Lamar University	2023- Present Dean of Strategic Initiatives Lamar Institute of Technology (LIT) 2021-2023 Assoc. Dean /Dean of Instruction (LIT) 2014-2021 Department Chair Public service and Safety (LIT) 2007-2014 Assistant Director Police Academy (LIT)
6	Dr. Bishar Sethna[28]	Executive Director of Institutional Effectiveness & Assessment[29]	Administrator of institutional planning, effectiveness, and assessments	2022-23[30] 2021-22	Ed. D Educational Leadership Lamar University M.B.A Finance Fort Hays State University B.S. Mathematics University of Bombay	2021-Present Exec. Director Institutional Effectiveness & Assessment (LIT) 2016-2021 Res. & Accrdtn. Anlyst Sr. Institutional Research (LU) 1994-2015

						Director Institutional Research (LSCO)
	David Mosley <i>previous in responsibility</i>			2019-20[31] 2018-19[32]		
7	Andrea Stephenson [33]	Registrar[34] <i>*Service previously provided by Lamar University.</i>	Responsible for the management of student admissions, registration, and records	2022-23[35] 2021-22[36] 2020-21[37] <i>*</i>	M. S. Industrial Organizational Psychology Lamar University B.A. Psychology Lamar University	2023-Present Registrar Student Services (LIT) 2020-2023 Associate Dean of Student Services/ Registrar (LIT) 2013-2020 Director of Advising, Counseling, Testing and Recruitment Student Services (LSCO) 2006-2013 Director of TriO Student Support Services (LU) 2005-2006 Coordinator of New Student Programs Student Affairs (LU)
8	Leanna Odom[38]	Vice President of Business Services[39] <i>*New shared services position created in 2023</i>	Provides strategic leadership for shared services	X	M. B. A Leadership Lamar University B.B.A. Accounting & Finance Double Major Stephen F. Austin State University A.A.S. General Angelina College	2023- Present VP of Business Services (LIT, LSCO, LSCPA) 2016-2023 Controller-Finance-Accounting (LSCPA) 1999-2016 Manager-Audit & Accounting

						Cavett, Turner & Wyble LLP 1996-1999 Audit-Senior Axley & Rode LLP
9	Joanna Sheppard [40]	Assistant Vice President of Finance and Operations[41] <i>*New shared services position created in 2023</i>	Provides support to Executive Vice President of Finance and Operations. Supervises all departments withing Finance and Operations.	X	B.B.A Accounting Lamar University	2023- Present Assist. Vice President of Finance and Operations (LIT, LSCPA) 2015-2023 Executive Director Treasury /Student Business Finance (LU) 2009-2015 Director, Reporting & Compliance Finance (LU) 1997-2009 Internal Auditor (LU)
10	Kash Cox [42]	Associate Vice President of Information Technology[43] <i>*New shared services position created in 2023</i>		X	M.B.A. Enterprise Resource Planning Lamar University M.S. Management Information Systems Lamar University B.A. Management Information Systems Lamar University A.A.S. Business and Computer Information Systems	2022-Present AVP Information Technology Services IT (LIT, LSCPA, LSCO) 2019-2022 Technical Application Manager IT (LU) 2015-2017 Assist. Director of Infrastructure Services (LSCPA) 2012-2015 DBA and Applications Administrator IT (LSCO)

					Lamar Institute of Technology	2004-2012 Computer Information Systems Instructor BSTC (LSCPA)
	Sam Dockens <i>previous in responsibility</i>	Director of IT		2021-22[44]		
11	Gary Rash [45]	Executive Director of Safety[46] <i>*New shared services position created in 2023</i>	Responsible for the oversight of all areas of campus safety, including risk management and campus safety in accordance with State and local policies and relevant compliance directives.	X	M. A. English Sam Houston State University B. A. English Sam Houston University Certification Master Peace Officer Continuity of Operations Planning Level I Practitioner Certified Educational Facilities Professional	2023-Present Executive Director of Campus Safety Shared Services for (LIT, LSCO, LSCPA) 2018-2023 Director of EHS & Risk Management Campus Operations (LU)
12	Krista Hunter[47]	Executive Director of Development and Foundation [48]	Oversees LIT Development and Foundation office and activities.	2022-23[49] 2022-23[50]		2023-Present Executive Director of Development and Foundation (LIT) 2020-2023 Executive Director of Beaumont Chamber Foundation Greater Beaumont Chamber of Commerce

						2014-2020 Program Manager Junior Achievement
	Mandy Clayton <i>previous in role</i>			2019-20[51]		
	Joanne Brown <i>previous in role</i>			2017[52]		
13	Beth Knape [53]	Executive Director of Human Resources[54] <i>*Position previously provided by Lamar University.</i>	Directs and oversees human resources functions of the College such as employee recruitment, salary and benefits administration, performance evaluations, disciplinary actions, and matters concerning employment law; serves as the coordinator for equity and ADA, matters related to employees	2022-23[55] 2021-22[56]	Bachelor International Studies, Baylor University	2021- Present Director of Human Resources (LIT) 2017-2021 Human Resources Manager Caliber Solutions 2010-2017 Corporate Human Resources Conn's 2009-2010 Reginal HR Manager Conn's 2005-2009 District Recruiter Conn's 2005 Account Manager Today's Staffing 2004-2005 Staffing Specialist Today's Staffing 2003-2004 Staffing assistant Today's Staffing
14	Jonathan Beritech[57]	Director of Facilities[58]	Oversees the maintenance, grounds,	2022-23 2021-22[59]	Certificates HVAC Level 1 and 2	2021- Present

			custodial services, and renovation and remodeling for all facilities		Construction Technology Sheppard AFB	<p>Director of Facilities finance and Operations (LIT)</p> <p>2019-2021 Maintenance Manager Sabine Place</p> <p>2019 Maintenance Director Operations Summer Place</p> <p>2015-2019 Carpenter/ Fire proofer Brock Construction</p> <p>2008-2015 Maintenance Supervisor Sussex Apartments</p>
15	Homero Lozano[60]	Director of Dual Credit[61]	Directs and oversees dual credit initiatives, K-12 partnerships, dual credit recruitment and advising	2022-23[62] 2021-22[63]	B.A.A.S. General Studies /Math West Texas A & M University	<p>2023-Present Director of Dual Credit (LIT)</p> <p>2022-2023 Assist. Director Dual Credit (LIT)</p> <p>2020-2022 Coordinator of Dual Credit (LIT)</p> <p>2019-2020 Teacher-Classroom Bob Hope School</p> <p>2013-2016 Coordinator Del Papa Distributing</p>
	Luke Bourgeois <i>previous in responsibility</i>			2020-21[64]		
16				2022-23[67]	B. S.	2023-Present

	Hannah LeTulle[65]	Director of Marketing & Communications [66]	Directs and oversees activities related to communications and community relations		Communications, Public Relations Lamar University	Director of Communications and Marketing (LIT) 2018-2023 Sales and Marketing Specialist, Community and Relations Beaumont Independent School District
	Amy Bradberry <i>previous in responsibility</i>	Assistant Marketing Director		2021-22[68]		
17	Angela Clark [69]	Director of Online Learning [70]	Directs and oversees online learning, Blackboard (LMS), and online learning supportive resources	2022-23[71] 2021-22[72]	B.S. Applied Science Lamar University A.A.S. Office Technology Lamar Institute of Technology Level 1 Certificate Legal Office Procedures Technology Lamar Institute of Technology Level 1 Certificate Medical Records Technology Lamar Institute of Technology	2023-Present Director Online Learning (LIT) 2021-2023 Manager Online Learning (LIT) 2017-2021 Coordinator Continuing Education (LIT) 2018-2022 Adjunct Instructor BSTC (LSCPA)

The lines of authority and span of control for administrative/academic officers are depicted in the LIT Organizational Chart[73]. Through the position description for each position, senior leadership defines the expectations of administrative and academic officers regarding the credentials, experience, competency, and the capacity to lead. Hiring decisions are based on a holistic approach considering both academic and experiential qualifications as well as previous leadership roles.

Annually, College administrators and academic officers have a formal review and evaluation of their job performance in accordance to TSUS Rules and Regulations Policy Chapter IV.6 "Evaluation"[74] and LIT Policy 4.25 "Performance Evaluation"[75]. The review includes discussion of annual goals, accomplishments, and plans for the upcoming year. Performance evaluations, job descriptions, expanded vitae, transcripts, and annual evaluations for all administrative and academic officers are maintained in their individual personnel files which are housed in the Human Resources Department.

- 5.5** The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel. (*Personnel appointment and evaluation*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel regardless of personnel classification.

Legal authority for LIT's employment policies and procedures is established by Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.01 "Board of Regents"[1] and Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter B. Power and Duties of Board, Section 95.21 "General Responsibilities and Authority of Board"[2]. To ensure compliance, the Texas State University System (TSUS) Rules and Regulations Chapter I. Board of Regents; 2. Authority, 2.2 "Board Responsibilities"[3] asserts that "the Board is responsible for the general control and management of the Components in the system and may erect, equip, and repair buildings; purchase libraries, furniture, apparatus, fuel, and other necessary supplies; employ and discharge Presidents or principals, teachers, treasurers, and other employees; and fix the salaries of the persons so employed; and perform such other acts as in the judgment of the Board contribute to the development of the Components in the System or the welfare of their students". According to the TSUS Rules and Regulations Chapter IV. Presidents of the Components; 2. Authority, Duties and Responsibilities[4], delegation of authority is given to the President of each Component.

Personnel policies contained in LIT's Policies and Procedures Manual[5] have been approved by the President under the authority delegated by the Board of Regents and are hereby established as official policy for the college. LIT's Policies and Procedures Manual is housed on the college's website[6].

Standard policies concerning the relationship between the college and its employees will be written and made available to all concerned through inclusion in the policy manual. The authority of final approval of LIT's policies rest with the President[7]. The President may direct that the policy be issued and administered at his discretion.

According to TSUS Rules and Regulations Chapter V. "Component Employees", 1.12[8] and LIT's Policies and Procedures Manual, Policy 3.1 "Employee Categories"[9] "a staff employee is an employee other than a faculty member". LIT classifies non-faculty employees as staff.

Appointment Types:

The staff member's appointment type defines the relationship between the college and the individual performing the work. LIT Policy 4.11[10] identifies types of staff appointments, as illustrated in Table 5.5-1 "Types of Staff Appointments".

Table 5.5-1 Types of Staff Appointments		
Section	Type	Description
1.1	Regular Appointment	A regular appointment occurs when a person is appointed to a continuing monthly salaried position for four and one-half (4 1/2) months or more, for twenty (20) hours or more each week. Employees with regular appointments are eligible for all Institute benefit programs.
1.1.1	Regular Full-Time	A regular appointment on a work schedule of forty (40) hours each week (100%FTE) for no less than 4.5 consecutive months.

1.1.2	Regular Part-Time	A regular appointment on a work schedule of at least twenty (20) but less than forty (40) hours each week (50%-99%).
1.2	Temporary Appointment	A temporary appointment occurs when a person is appointed to a position of short duration, intermittent in nature, or in a position where it is clearly impractical to employ on a continuing monthly salaried basis for as long as four and one-half (4 1/2) months, or more than 20 hours a week. A temporary employee will be employed on an hourly rate basis. Individuals in positions that do not meet the definition of "regular employment" are not eligible for Institute benefit programs except where specified.
1.2.1	Temporary Full-Time	A temporary appointment on a work schedule basis of forty (40) hours each week not to exceed consecutive 4.5 months.
1.2.2	Temporary Part-Time	A temporary appointment on a work schedule basis of less than forty (40) hours each week not to exceed 4.5 consecutive months.
1.3	Orientation to Employment Appointment	A new employee selected to receive a regular appointment to a staff position shall serve an orientation period of six (6) months. During this period the employee will be evaluated by the supervisor to determine the individual's ability to perform the job functions. Upon successful completion of the orientation period, the orientation status is converted to a regular status. Nothing in the conversion to regular status shall be interpreted as guaranteeing continued employment or an abrogation of the Institute's employment at will policy.
1.3.1		New employees who have 6 or more months of prior State service will not be restricted from using their vacation. New employees who have no prior State service or less than 6 months service will not be eligible to take vacation time until the completion of the orientation or probationary period.
1.4	Hourly Appointment	An Hourly Appointment is used when someone is appointed to a temporary position and is compensated on an hourly basis for only the actual number of hours worked. This should occur when the appointment is for a short period of time (less than 4 1/2 months), or when the employee will be working less than twenty (20) hours per week.

Employment:

As stated in Policy 1.1 "Policy Manual Purpose"[11], an LIT employee is any person who is under the authority and in the paid service of LIT, which is under the jurisdiction and control of the Board of Regents of The Texas State University System, other than independent contractors or consultants. Employment is terminable at will so that both the college and its staff remain free to choose to terminate their work relationship at any time.

Evaluation:

LIT's Policies and Procedures Manual, Policy 1.2 "Functions of the Office of Human Resources"[12] authorizes the Office of Human Resources to assist the college in the development and maintenance of procedures for evaluating the performance of employees. It assists other LIT offices and departments in the evaluation process, particularly in encouraging standardization of evaluation areas and uniformity of interpretation; investigating the relation of such appraisals to wage and salary administration; and submitting appropriate recommendations.

According to LIT's Policies and Procedures Manual, Policy 4.25 "Performance Evaluation"[13], the employee performance evaluation is a tool of management and not an end in itself. Ratings can be a positive means in assisting staff personnel in improving job performance. It affords management an

opportunity to make known to staff personnel the objectives and goals of the department and of the College.

The employee performance evaluation should be conducted on an annual basis or more frequently as appropriate. The employee performance evaluation should not reflect personal prejudice, bias, or favoritism on the part of those conducting the ratings or reviews.

The College shall establish a system of employee performance evaluation that reflects an impartial rating of an employee's performance.

Staff shall be evaluated by his/her immediate supervisor and the results must be reviewed with the employee by the supervisor. The supervisor doing the evaluating must have first-hand knowledge of the performance of the employee during a major portion of the rating period. The evaluation will be forwarded to the next level.

All new staff employees other than temporary appointees and/or student employees shall undergo a Performance Evaluation upon completion of six (6) months of service following a new appointment, and annually thereafter. All new full-time faculty employees shall undergo a Performance Evaluation upon the completion of their first teaching semester and at least annually at the completion of every Spring semester thereafter. At other times, special evaluations may be conducted for the purpose of improving or recognizing performance.

Completed evaluation instruments for staff (non-faculty) are maintained by the human resources department.

Through consistent, regular, and systematic evaluation of non-faculty personnel, the College ensures the quality and effectiveness of their performance. All LIT policies and procedures are kept current and periodically reviewed. Policies are implemented by way of administrative procedures, approved by the president and/or Executive Team. Director of Human Resources or designee is responsible for ensuring that all policies and procedures related to personnel appointment and evaluation are updated and revised as needed.

Section 6 Faculty

6.1 The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. (*Full-time faculty*) [CR; Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) employs an adequate number of full-time faculty members to support the mission and goals of the institution.

LIT's vision is to provide quality education and training that enable a diverse student population to achieve its educational goals. Programs are enhanced by developing and maintaining partnerships with business, industry, and the community. Faculty are dedicated to teaching, advising, and scholarship. Both faculty and staff work to serve the Institute and the community. LIT's mission[1] is to provide innovative teaching and learning for tomorrow's workforce. The mission aligns with LIT's three strategic goals[2]: (1) Increase Student Access, Success, and Reduce Debt, (2) Be more Responsive to the Community and Industry and (3) Promote Institutional Excellence.

Full-time faculty are defined as an employee with a specified academic rank holding a teaching appointment for a fixed term as determined by the President of the Component and approved by the Board of Regents per the Texas State University System (TSUS) Rules and Regulations[3]. LIT's Policy 3.1" Employee Categories"[4], defines faculty as an employee with a specified academic rank holding a teaching appointment for a fixed term (September 1 through May 31) as determined by the President of LIT and approved by the Board of Regents of the Texas State University System. Policy 3.10 "Faculty

Teaching Load"[5] and Policy 3.11 "Faculty Workload Payments"[6] define the criteria for a full-time teaching load. The policies clearly define a faculty load based upon the nature of the course. Lecture courses, clinical labs, computer labs, and labs are weighted by a factor of 1, .875, .75, and .5 respectively. These policies are used to determine faculty load for each semester.

Adjunct faculty and instructional staff are specified as a part-time faculty member. When student demand exceeds the course load taught by full-time faculty, adjunct faculty are hired on a term-by-term, or per class, basis with no expectation of continuing employment beyond the ending date of the term or class. Adjuncts bring related experience and expertise to the classroom and have a vested interest in making sure that students leaving the program possess the skills needed to be successful in their chosen careers. Policy 3.11 "Faculty Workload Payments"[6] in the LIT Policies and Procedures Manual defines the criteria for a part-time/adjunct faculty teaching load.

Moreover, each full-time and part-time faculty member teaching credit courses that are components of a degree or certificate possess appropriate academic preparation or academic preparation coupled with work experience. For full-time and part-time faculty members teaching general education courses, courses designed for transfer at LIT, the institution requires a master's degree in the teaching discipline or a minimum of a master's degree with at least 18 graduate semester hours in the teaching discipline. Policy 4.13 "Faculty Credentials"[7] outlines the credentials required to teach academic, technical and developmental courses. For additional information concerning faculty and their credentials, see the LIT Faculty Roster[8] and Standard 6.2a[9].

LIT's definition of student-faculty ratio is the full-time student equivalents (FTSE) divided by full-time equivalent (FTE) faculty. Undergraduate full-time-student-equivalents (FTSE's) are calculated on 15 semester credit hours. All semester credit hours, not just state-funded hours, are included. FTE (full-time equivalent) faculty are instructional faculty with ranks of Professor, Associate Professor, Assistant Professor, Instructor, and Adjunct. Faculty must be teaching a course reported. Only the percentage of time in teaching courses are counted.

The student-faculty ratio is currently 23:1. In 2020-2021, LIT served approximately 5,431 credit students with an average class size of 23 students.

Academic Year	Lamar Institute of Technology	Lamar State College Group*	Texas State Technical College System	Statewide 2-Yr Colleges
2017	18	18	15	19
2018	21	19	14	20
2019	22	20	14	20
2020	22	19	17	19
2021	23	20	14	19
Data certified by Texas Higher Education Coordination Board (THECB) Accountability System				
*Lamar State College Group includes Lamar Institute of Technology, Lamar State College Port Arthur & Lamar State College Orange				

Due to the comprehensive nature of LIT's mission, faculty are organized into five departments and general classification types as shown below in Table 6.1-2 "Faculty Type and Academic Structure." The breadth of each of these areas, as driven by student demand and local community need, dictates the number of faculty assigned to ensure quality, continuity, and adherence to regulatory requirements. As shown in the table, across all faculty types and divisions, the faculty to student ratio is 1:23 or less, an indicator of an adequate number of full-time faculty. The work of these core faculty is supplemented and enhanced by the assignment of part-time, adjunct faculty whose qualifications broaden and enrich the

curriculum, expand student learning opportunities, and enhance the accomplishment of the mission of the institute.

Table 6.1-2 Faculty Type and Academic Structure					
Full-Time & Part-Time Faculty (Spring 2023)					
Department	Faculty				Total
	Full-Time	% Full-Time	Part-Time	% Part-Time	
Allied Health & Sciences	62	56.36%	48	43.64%	110
Business Technologies	41	50.00%	41	50.00%	82
General Educ. & Dev. Studies	51	35.92%	91	64.08%	142
Public Service & Safety	35	56.45%	27	43.55%	62
Technology	50	48.08%	54	51.92%	104
Total of all Departments	89	41.01%	128	58.99%	217

Lamar Institute of Technology has an orderly process for recruiting and appointing its faculty as described in Policy 4.12. "Procedures for Filling Positions"[10]. Lamar Institute of Technology seeks to hire the most qualified faculty personnel in order to provide quality instruction.

To determine the number of full-time faculty needed to achieve the mission of the institution, College administrators, department chairs and program directors regularly review outcome data from multiple sources including annual unit plans (Allied Health and Sciences Department[11], Welding[12], and Emergency Medical Services[13]) and faculty workload data[14]. Beginning in 2024, program reviews[15] (as part of LIT's Institutional Effectiveness and Assessment Review Process) will be included in the consideration of hiring faculty.

This procedure verifies that academic programs of the institute are effective in achieving student learning outcomes, maintaining integrity, serving community needs, and utilizing college resources efficiently. The process for determining the number of full-time faculty to achieve LIT's mission may be initiated by program review[15]. With oversight provided by the Deans of Instruction and Department Chairs, program review begins with a program profile that includes the evaluation of a number of indicators (e.g., full-time to part-time faculty ratios, student-to-faculty ratios, and student enrollments) as shown in Table 6.1-3, "Program Profile", which assist in determining the adequacy of full-time faculty.

Table 6.1-3 Program Profile	
Component	Indicators
Enrollment Management	<ul style="list-style-type: none"> • Number of sections per discipline • Number of distance learning courses • Number of independent studies • Number of day course offerings • Number of weekend and evening course offerings
Quality	<ul style="list-style-type: none"> • Full-time to part-time faculty ratios • Student-to-faculty ratios • Advisory board recommendations • Student evaluation of instruction • State or national exam scores • Nationally recognized certifications • Review of curriculum
Viability	<ul style="list-style-type: none"> • Community need • Student enrollments

	<ul style="list-style-type: none"> • Number of graduates • Cost per full-time equivalency (FTE) • Job placement rates • Average annual salary
Student Success	<ul style="list-style-type: none"> • Retention rate • Persistence rate • Success in transfer to Universities • Program/degree completion rate • Credentials of value • Capstone/work-based learning opportunities • Job placement or continuing education • Average wage for Texas
Demand	<ul style="list-style-type: none"> • Listed on Workforce Solutions Targeted Occupation List (TOL) • Listed on any regional TOL • Expected to grow in the next eight years • Mid-to-high wages (High-Skill [HS]/High Wage [HW])

The instructional deans annually review the full-time faculty staffing needs of their departments. When the demand for courses or programs in a specific discipline increases, the deans may recommend adding new full-time faculty positions[16] through the College's budget development process. Despite budgetary constraints, which may limit the hiring of additional full-time faculty, the institute has maintained a healthy balance of full-time and part-time (adjunct) faculty by academic program, instructional site, and mode of delivery.

As shown below in Table 6.1-4 "Faculty by Program," LIT ensures an adequate distribution of faculty relative to credential, program, and credit hours taught. The overall percentage of equivalent credit hours taught collegewide by full-time faculty is 59.76%. In general, the vast majority of credit hours taught by full-time faculty is greater than 50%. Due to the nature of workforce education and to ensure currency of information in these highly technical, career-oriented fields, these programs employ a higher percentage of part-time instructors who are working in the discipline. To ensure quality instruction and similar student experiences, additional communication and oversight are provided by full-time faculty.

Table 6.1-4 Faculty by Program [Full-Time & Part-Time Faculty by Semester Credit Hour (SCH)]								
Department	Program	Program Award	Faculty by SCH (Spring 2023)					
			Full-Time	% Full-Time	Part-Time	% Part-Time	Total	
Allied Health and Sciences	Associate of Science - Biological Science	AS Biological Science	524	71.88%	205	28.12%	729	
	Associate of Science - Health Sciences	AS Health Sciences	3374	74.02%	1184	25.98%	4558	
	Child Care and Development	AAS Child Care and Development		173	52.74%	155	47.26%	328
		CERT Child Care Administrator		12	40.00%	18	60.00%	30
		CERT Child Care and Development		21	17.65%	98	82.35%	119
		CERT Child Development		8	66.67%	4	33.33%	12

		Associate					
Child Care and Development Total		214	43.76%	275	56.24%	489	
Dental Hygiene	AAS Dental Hygiene	437	97.11%	13	2.89%	450	
	AAS Pre Dental Hygiene	30	57.69%	22	42.31%	52	
Dental Hygiene Total		467	93.03%	35	6.97%	502	
Diagnostic Cardiac Sonography	AAS Diagnostic Cardiac Sono	78	74.29%	27	25.71%	105	
Diagnostic Medical Sonography	AAS Diagnostic Medical Sono	123	96.85%	4	3.15%	127	
	AAS Pre Diagnostic Med Sono	9	60.00%	6	40.00%	15	
Diagnostic Medical Sonography Total		132	92.96%	10	7.04%	142	
Health Information Technology	AAS Health Information Tech	402	71.53%	160	28.47%	562	
	CERT Health Informatics	102	76.69%	31	23.31%	133	
	CERT Medical Coding Specialist	141	75.40%	46	24.60%	187	
Health Information Technology Total		645	73.13%	237	26.87%	882	
Occup. Safety and Health	AAS Occup. Safety and Health	309	75.00%	103	25.00%	412	
	CERT Occup. Safety and Health	31	67.39%	15	32.61%	46	
Occup. Safety and Health Total		340	74.24%	118	25.76%	458	
Pharmacy Technician	CERT Pharmacy Technician	79	65.29%	42	34.71%	121	
Radiologic Technology	AAS Pre Radiologic Tech	3	50.00%	3	50.00%	6	
	AAS Radiologic Technology	603	99.01%	6	0.99%	609	
Radiologic Technology Total		606	98.54%	9	1.46%	615	
Respiratory Care	AAS Pre Respiratory Therapy	3	25.00%	9	75.00%	12	
	AAS Respiratory Care	380	98.45%	6	1.55%	386	
Respiratory Care Total		383	96.23%	15	3.77%	398	
Allied Health and Sciences Total		6842	76.03%	2157	23.97%	8999	
Business Technologies	Accounting	AAS Accounting Technology	259	88.10%	35	11.90%	294
		CERT					

Technology	Accounting Technology	109	98.20%	2	1.80%	111
Accounting Technology Total		368	90.86%	37	9.14%	405
Associate of Arts - Business	AA Business	895	75.27%	294	24.73%	1189
Computer Information Systems	AAS Bus and Comp Info Syst	80	70.18%	34	29.82%	114
	AAS Computer Information Systems	28	60.87%	18	39.13%	46
	AAS Web Design	16	51.61%	15	48.39%	31
	CERT Web Development	14	63.64%	8	36.36%	22
Computer Information Systems Total		138	64.79%	75	35.21%	213
Computer Networking	CERT Computer Networking	2	40.00%	3	60.00%	5
	CERT Computer Support Tech	24	88.89%	3	11.11%	27
Computer Networking Total		26	81.25%	6	18.75%	32
Computer Networking & Troubleshooting	AAS Computer Networking & Troubleshooting	129	72.47%	49	27.53%	178
Cosmetology Operator	CERT Cosmetology Operator	103	86.55%	16	13.45%	119
Cyber Defense & Support Technology	CERT Cyber Defense & Support Technology	12	100.00%	0	0.00%	12
Cyber Security and Networking Technology	AAS Cyber Security and Networking Technology	434	79.20%	114	20.80%	548
Cyber Security and Networking Technology Total		434	79.20%	114	20.80%	548
Cyber Security Technology	AAS Cyber Security Technology	94	59.87%	63	40.13%	157
	CERT Cyber Defense Technology	18	100.00%	0	0.00%	18
Cyber Security Technology Total		112	64.00%	63	36.00%	175
Game Design Development Certificate	CERT Game Design Development	9	100.00%	0	0.00%	9
Graphic Design Technology	AAS Graphic Design Technology	168	78.87%	45	21.13%	213
	AAS Management &	98	69.01%	44	30.99%	142

	Management & Entrepreneurship	Entrepreneurship					
		CERT Management & Entrepreneurship	59	100.00%	0	0.00%	59
Management & Entrepreneurship Total			157	78.11%	44	21.89%	201
	Management Development	AAS Management Development	183	71.48%	73	28.52%	256
		CERT Management Development	3	50.00%	3	50.00%	6
Management Development Total			186	70.99%	76	29.01%	262
	Real Estate	AAS Real Estate	272	81.93%	60	18.07%	332
		CERT Real Estate	358	77.16%	106	22.84%	464
Real Estate Total			630	79.15%	166	20.85%	796
Business Technologies Total			3367	77.37%	985	22.63%	4352
General Education and Developmental Studies	Associate of Arts - General Studies	AA General Studies	980	71.79%	385	28.21%	1365
	Associate of Arts - Teaching	AA Teaching	280	60.61%	182	39.39%	462
		AA Early College Beaumont (AO)	47	21.56%	171	78.44%	218
		AA Early College Beaumont United	84	25.23%	249	74.77%	333
		AA Early College BISD	831	41.86%	1154	58.14%	1985
		AA Early College Buna	6	66.67%	3	33.33%	9
		AA Early College Burkeville	5	15.63%	27	84.38%	32
		AA Early College Evolution Academy	12	7.95%	139	92.05%	151
		AA Early College Goose Creek	78	28.57%	195	71.43%	273
		AA Early College Hamshire Fann	112	31.02%	249	68.98%	361
		AA Early College Hardin Jefferson	54	36.73%	93	63.27%	147
		AA Early					

		College Harmony	9	8.82%	93	91.18%	102
		AA Early College High Island	140	75.27%	46	24.73%	186
		AA Early College Home School	81	61.36%	51	38.64%	132
	Dual Credit	AA Early College Houston	9	60.00%	6	40.00%	15
		AA Early College Jasper	40	10.10%	356	89.90%	396
		AA Early College Kirbyville	0	0.00%	114	100.00%	114
		AA Early College Kountze	83	62.41%	50	37.59%	133
		AA Early College Legacy	24	25.00%	72	75.00%	96
		AA Early College Newton	6	2.64%	221	97.36%	227
		AA Early College Silsbee (AO)	191	27.60%	501	72.40%	692
		AA Early College SISD	434	47.74%	475	52.26%	909
		AA Early College Spurger	19	19.00%	81	81.00%	100
		AA Early College West Sabine	3	100.00%	0	0.00%	3
		AA Early College Westbrook	60	12.42%	423	87.58%	483
		AA Early College Woodville	59	38.56%	94	61.44%	153
		AA Region 13	5	100.00%	0	0.00%	5
		CERT East Texas Collaborative	0	0.00%	9	100.00%	9
		CERT in Taylor Career Center	158	7.26%	2019	92.74%	2177
		High School Dual Enrolled	98	61.25%	62	38.75%	160
		Dual Credit Total	2648	27.58%	6953	72.42%	9601
		General Educ. & Dev. Studies Total	3908	34.20%	7520	65.80%	11428
Public Service and Safety	Associate of Science - Criminal Justice	AS Criminal Justice	345	67.12%	169	32.88%	514
		AAS CJ Security					

CJ Security Threat Group	Threat Group	25	43.10%	33	56.90%	58	
	CERT CJ Security Threat Group	12	66.67%	6	33.33%	18	
CJ Security Threat Group Total		37	48.68%	39	51.32%	76	
Crime Scene Technician	AAS Criminal Justice CSI Tech	111	69.38%	49	30.63%	160	
	CERT Crime Scene Technician	12	46.15%	14	53.85%	26	
Crime Scene Technician Total		123	66.13%	63	33.87%	186	
Emergency Medical Services	AAS Emergency Medical Services	96	73.28%	35	26.72%	131	
	CERT Emergency Med Basic	106	62.72%	63	37.28%	169	
	CERT Emergency Med Paramedic	124	58.49%	88	41.51%	212	
Emergency Medical Services Total		326	63.67%	186	36.33%	512	
Fire Protection Technology	CERT Fire Protection Tech	315	98.44%	5	1.56%	320	
Homeland Security	AAS Emergency Mgmt & Home Sec	20	28.17%	51	71.83%	71	
Law Enforcement Police Academy	CERT Law Enfrcmnt Police Acad	486	100.00%	0	0.00%	486	
Public Service and Safety Total		1652	76.30%	513	23.70%	2165	
Technology	Advanced Engine Technology	AAS Advanced Engine Technology	82	46.07%	96	53.93%	178
		CERT Advanced Engine and Diesel	81	47.93%	88	52.07%	169
	Advanced Engine Technology Total		163	46.97%	184	53.03%	347
	Analyzer Technology	AAS Analyzer Technology	26	78.79%	7	21.21%	33
	Associate of Science - Engineering	AS Engineering	141	70.50%	59	29.50%	200
	Commercial Electrical Technology	AAS Commercial Electrical Technology	10	62.50%	6	37.50%	16
	Computer Drafting Technology	AAS Computer Drafting Tech	685	76.37%	212	23.63%	897
	Electrical Technology	CERT Electrical Technology	2	33.33%	4	66.67%	6

Heating Vent and AC	AAS Heating Vent and AC	53	43.80%	68	56.20%	121
	CERT Air Conditioning	115	32.95%	234	67.05%	349
Heating Vent and AC Total		168	35.74%	302	64.26%	470
Industrial Maint Technology	AAS Industrial Maint Tech	180	66.67%	90	33.33%	270
	CERT Industrial Mechanics Tech	5	25.00%	15	75.00%	20
Industrial Maint Technology Total		185	63.79%	105	36.21%	290
Instrumentation Technology	AAS Instrumentation Technology	1254	70.17%	533	29.83%	1787
	CERT Instrumentation Technology	79	84.04%	15	15.96%	94
Instrumentation Technology Total		1333	70.87%	548	29.13%	1881
Process Operating Technology	AAS Process Operating Tech	1978	63.89%	1118	36.11%	3096
	CERT Process Operations	28	82.35%	6	17.65%	34
Process Operating Technology Total		2006	64.09%	1124	35.91%	3130
Utility Line Technology	CERT Utility Line Tech	362	52.77%	324	47.23%	686
Welding Technology	AAS Welding Technology	293	61.81%	181	38.19%	474
	CERT Pipe Welding	95	67.38%	46	32.62%	141
	CERT Structural Welding	39	49.37%	40	50.63%	79
	CERT Welding	102	56.98%	77	43.02%	179
Welding Technology Total		529	60.60%	344	39.40%	873
Technology Total		5610	63.54%	3219	36.46%	8829
Grand Total		21379	59.76%	14394	40.24%	35773

Texas State University System (TSUS) Rules and Regulations, Chapter III. System-Component Operations, Section 5. Academic and Health Affairs Procedures, Part 5.2. Faculty Workload Policy, Subpart 5.2.1[17] states "each component institution will develop a faculty workload policy for that Component consistent with the general policies developed by the Texas Higher Education Coordinating Board and Texas Education Code 51.402[18]". LIT defines the 40-hour work week of a full-time instructional faculty member teaching credit hours courses, to include; a minimum of 15 hours per week in classroom and laboratory hours as well as scheduled 10 office hours available to students, and 5 hours a week dedicated to college service. The definition of full-time faculty workload is described in LIT Policy 6.2 "Faculty Work Schedules"[19], which specifies the expected teaching load, office hours, and professional activities of the faculty. Professional activities include advising, tutoring, mentoring, and other activities beyond the scheduled teaching of assigned classes. Full-time faculty also participate in College committees and task forces, professional development activities, curriculum development, classroom and program assessment, collegewide governance, recruiting activities, and grant writing and implementation. The LIT Faculty Handbook[20] further describes full-time faculty responsibilities.

The current programmatic distribution and number of full-time faculty as shown in Table 6.1-4 "Faculty Distribution by Program" constitute a sufficient resource for carrying out basic faculty functions. In addition to judicious assignment of adjuncts, LIT uses non-traditional ways to supplement the ability of full-time faculty to meet basic functions such as tutoring through the LIT's Learning Lab[21] and online tutoring via Tutor.com[22].

Applications for adjunct faculty positions, whether unsolicited or received due to a posted position vacancy announcement, will be reviewed by the department chair and/or program director responsible for scheduling classes in the area(s) of interest indicated by the applicant. Department chairs or division deans may initiate a hiring recommendation to the Provost after interviewing the applicant, ensuring that the applicant appears to meet the minimum qualifications for the teaching discipline and checking local references. The director of human resources offers employment to adjunct faculty whose credentials have been reviewed and approved under the provisions of Policy 4.13 "Faculty Credentials"[7] as well as related policies and procedures.

As stated in Policy 3.11 "Faculty Workload Payment"[6], adjunct faculty are limited to teach up to nine (9) SCH during the fall and spring terms. The part-time/adjunct faculty member may teach six (6) SCH during the Summer I Term and the Summer II Term, or 12 SCH during any combination of the Summer I, Summer II, and Summer III Terms.

Any additional instructional hour equivalent courses beyond the stated limits must be recommended to the Provost for final approval.

- 6.2.a** For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. (*Faculty qualifications*)

Compliance Status: Compliant

Narrative

For each of its educational programs, Lamar Institute of Technology (LIT) justifies and documents the qualifications of its faculty members.

Due to the comprehensive nature of LIT's mission, faculty are organized into two main classification types; full-time and part-time (adjunct). Their selection and qualification are influenced by overall qualifications (academic and experiential) related to the instructional assignment. For courses that are generally transferable to other institutions, qualifications are primarily based on academic credentials; qualifications for teaching non-transferable technical courses depends primarily on professional experience and appropriate certifications.

An integral part of the mission and core values of Lamar Institute of Technology[1] is for faculty to uphold high academic and professional standards while providing a quality educational environment for students. The competencies of faculty members are determined in accordance with LIT Policy 4.13 "Faculty Credentials"[2]. This policy outlines LIT's criteria for assessing the credentials of faculty for initial employment per the Southern Association of Colleges and Schools, Commission on Colleges' (SACSCOC) guidelines[3]. For faculty qualifications based primarily on academic credentials, a comprehensive transcript review is conducted to justify compliance with the College's professional standards. Conversely, for faculty qualifications based primarily on professional experience and certifications, the institute uses its credentialing process to complete the faculty credential matrix which is documented on the SACSCOC faculty roster[4] form.

LIT employs competent faculty whose documented credentials meet the guidelines established by Southern Association of Colleges and Schools Commission on Colleges.

Lamar Institute of Technology has a Faculty Credential Policy that outlines the educational and/or workforce requirements for faculty members. To assist in the evaluation of the portfolio of faculty credentials received, LIT has a Faculty Credential Matrix[5] form. The Faculty Credential Matrix is a

concise form that summarizes faculty credentials for ease of review. The matrix along with official documents is reviewed by department chairs, Dean of Instruction, and Provost when considering applicants. Samples of completed Faculty Credential Matrices are provided below in Table 6.2.a-1.

Table 6.2.a-1 Sample Faculty Credential Matrixes	
Type	Artifact
Undergraduate Transferrable	SAMPLE 1[6] SAMPLE 2[7] SAMPLE 3[8]
Undergraduate Non-Transferrable	SAMPLE 1[9] SAMPLE 2[10] SAMPLE 3[11]

Credentials for instructors in the Allied Health and Sciences, Business Technology, General Education and Developmental Studies, Public Service and Safety, and Technology departments are stored electronically in Xitracs and physically housed in personnel files in Human Resources. Each full-time or adjunct personnel file contains an application, faculty credential matrix, official transcript/s, license or certifications and, when applicable, work experience documentation. Other materials that are part of the hiring packet are also contained in the file. A checklist for these materials helps track materials throughout the hiring process. For those persons with appropriate work experience in their fields, either letters or work experience verification forms are completed by former employers and filed in the personnel files. The office of the Provost is responsible for evaluating faculty credentials.

LIT's faculty roster[12] form includes all full-time and adjunct (part-time) faculty who teach courses offered for credit in all program areas including: certificate, associate of applied science, associate of arts, and associate of science. Faculty teaching developmental/remedial courses are also included. All faculty listed are the instructor of record for their respective courses.

The LIT faculty roster report allows the reviewer to access LIT's secure Reviewer Portal (access instructions[13]) to view evidentiary files (official transcripts, CV/Resumes, Licensure/Certifications, Work Experience, and credentialing forms) which justify and document that each faculty member employed by LIT has been appropriately qualified.

- 6.2.b** For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. *(Program faculty)***[CR; Off-Site/On-Site Review]**

Compliance Status: Compliant

Narrative

For each of its educational programs, Lamar Institute of Technology (LIT) employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

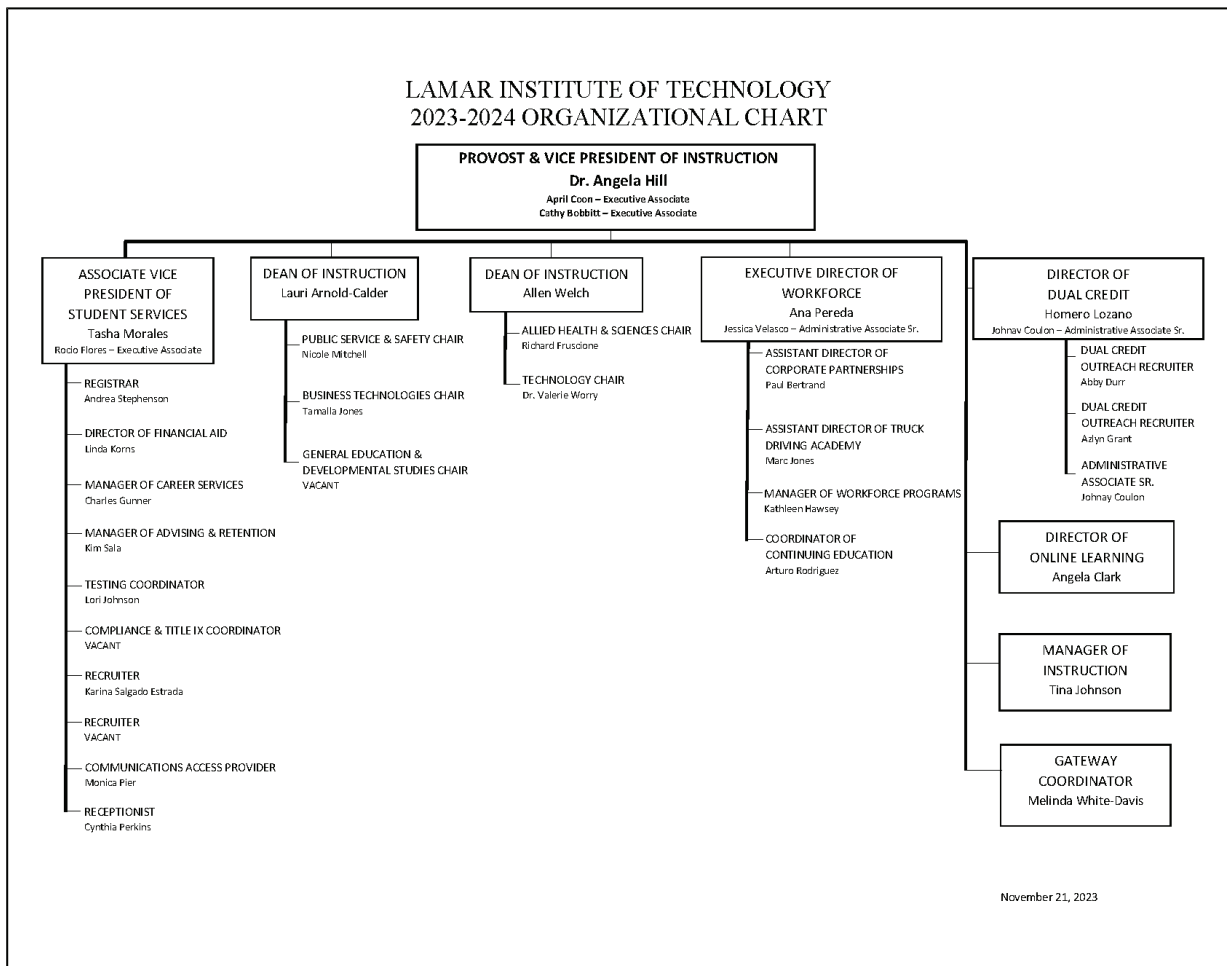
LIT defines an academic program of study as a coherent sequence of courses that leads to the successful completion of a certificate or associate degree. LIT Policies and Procedures (Policy 4.7 "Instructional Philosophy"[1], Policy 3.10 "Faculty Teaching Load"[2], and Policy 3.11 "Faculty Workload Payments"[3]) define the criteria for a full-time teaching load and assure that LIT employs an adequate amount of Full-Time and Part-Time faculty. The policies clearly define a faculty load based upon the nature of the course. Lecture courses, clinical labs, computer labs, and labs are weighted by a factor of 1, .875, .75, and .5 respectively. These policies are used to determine faculty load for each semester.

Full-time faculty are defined as an employee with a specified academic rank holding a teaching appointment for a fixed term as determined by the President of the Component and approved by the Board of Regents per The Texas state University System in its Rules and Regulations Chapter 5. Component Employees, Paragraph 1. Component Employees, Subparagraph 1.1 "Definitions"[4]. LIT Policy 3.1 "Employee Categories"[5], defines faculty as an employee with a specified academic rank holding a teaching appointment for a fixed term (September 1 through May 31) as determined by the President of LIT and approved by the Board of Regents of the Texas State University System. Policy 3.10 "Faculty Teaching Load"[2] and Policy 3.11 "Faculty Workload Payments"[3] in the LIT Policies and Procedures Manual define the criteria for a full-time teaching load. The policies clearly define a faculty load based upon the nature of the course. Lecture courses, clinical labs, computer labs, and labs are weighted by a factor of 1, .875, .75, and .5 respectively. These policies are used to determine faculty load for each semester.

Adjunct faculty is specified as a part-time faculty member. When student demand exceeds the course load taught by full-time faculty, adjunct faculty are hired on a term-by-term, or per class, basis with no expectation of continuing employment beyond the ending date of the term or class. Adjuncts bring related experience and expertise to the classroom and have a vested interest in making sure that students leaving the program possess the skills needed to be successful in their chosen careers. LIT Policy 3.11 "Faculty Workload Payments"[3] defines the criteria for a part-time/adjunct faculty teaching load.

The organizational structure of LIT supports two types of faculty: those supporting academic transfer who are typically assigned to the General Education and Developmental Studies and Allied Health and Sciences departments, and those supporting technical education in the Allied Health and Sciences, Business Technologies, Public Service and Safety, and Technology departments. Program delivery in the academic transfer programs, predominately in the general education and sciences courses, employs an interdisciplinary approach in which faculty teach their own content area for a limited amount of contact each week along with dedicated office hours. Delivery is focused heavily on theoretical understanding predominately in a classroom setting with some laboratories for science courses. In contrast, program delivery in the technical programs, Allied Health and Sciences, Business Technologies, Public Service and Safety, and Technology departments is a more applied approach in which faculty, working independently or in small teams, work with cohorts of students for extended periods of each day. Delivery is focused on didactic, hands-on skills, and work-based/clinical and lab instruction.

Figure 6.2.b-1 "Instruction and Student Services Organizational Chart[6]" shows the organization of all academic units.



**Figure 6.2.b-1
Instruction and Student Services Organizational Chart**

Student demand and faculty load are the predominant factors in determining whether the number of full-time faculty in a program is sufficient. In an effort to promote student success and provide an active and collaborative learning environment, LIT is committed to maintaining an adequate student-to-faculty ratio. As shown below in Table 6.2.b-1 "Student Faculty Ratio", the student-faculty ratio for Lamar Institute of Technology is consistently close to the Statewide 2-Yr College ratio.

Table 6.2.b-1 Student Faculty Ratio (Peer & State Comparison)				
Academic Year	Lamar Institute of Technology	Lamar State College Group*	Texas State Technical College System	Statewide 2-Yr Colleges
2017	18	18	15	19
2018	21	19	14	20
2019	22	20	14	20
2020	22	19	17	19
2021	23	20	14	19
Data certified by Texas Higher Education Coordinating Board (THECB) Accountability System				
*Lamar State College Group includes Lamar Institute of Technology, Lamar State College Port Arthur & Lamar State College Orange				

LIT recognizes that although part-time faculty offer the same quality in teaching, the benefits of maintaining a majority of full-time faculty, wherever possible, are numerous, including providing essential stability for planning and curriculum oversight functions, as well as participation in collegewide governance activities. As student enrollment increases, additional sections are added often using adjunct faculty to support the demand. Once the increased demand is sustained and increased amounts of overload occur, department chairs and deans consider hiring additional full-time faculty members and submit formal requests to the Provost for approval and consideration for the budget development process.

Table 6.2.b-2 Faculty by Program (Full-Time & Part-Time Faculty)								
			Faculty (Spring 2023)					
Department	Program	Program Award	Full-Time	% Full-Time	Part-Time	% Part-Time	Total	
Allied Health and Sciences	Associate of Science - Biological Science	AS Biological Science	31	50.00%	31	50.00%	62	
	Associate of Science - Health Sciences	AS Health Sciences	40	51.28%	38	48.72%	78	
	Child Care and Development	AAS Child Care and Development		18	66.67%	9	33.33%	27
		CERT Child Care Administrator		1	50.00%	1	50.00%	2
		CERT Child Care and Development		4	66.67%	2	33.33%	6
		CERT Child Development Associate		2	66.67%	1	33.33%	3
	Child Care and Development Total			20	66.67%	10	33.33%	30
	Dental Hygiene	AAS Dental Hygiene		9		2		11
		AAS Pre Dental Hygiene		9	64.29%	5	35.71%	14
	Dental Hygiene Total			17	70.83%	7	29.17%	24
	Diagnostic Cardiac Sonography	AAS Diagnostic Cardiac Sono		3	75.00%	1	25.00%	4
	Diagnostic Medical Sonography	AAS Diagnostic Medical Sono		4	66.67%	2	33.33%	6
		AAS Pre Diagnostic Med Sono		3	75.00%	1	25.00%	4
	Diagnostic Medical Sonography Total			7	70.00%	3	30.00%	10
		AAS Health Information Tech		18	66.67%	9	33.33%	27

Health Information Technology	CERT Health Informatics	4	44.44%	5	55.56%	9
	CERT Medical Coding Specialist	10	52.63%	9	47.37%	19
Health Information Technology Total		19	59.38%	13	40.63%	32
Occup. Safety and Health	AAS Occup. Safety and Health	14	66.67%	7	33.33%	21
	CERT Occup. Safety and Health	3	50.00%	3	50.00%	6
Occup. Safety and Health Total		16	64.00%	9	36.00%	25
Pharmacy Technician	CERT Pharmacy Technician	4	57.14%	3	42.86%	7
Radiologic Technology	AAS Pre Radiologic Tech	1	50.00%	1	50.00%	2
	AAS Radiologic Technology	7	77.78%	2	22.22%	9
Radiologic Technology Total		8	80.00%	2	20.00%	10
Respiratory Care	AAS Pre Respiratory Therapy	1	50.00%	1	50.00%	2
	AAS Respiratory Care	6	75.00%	2	25.00%	8
Respiratory Care Total		7	70.00%	3	30.00%	10
Allied Health and Sciences Total		62	56.36%	48	43.64%	110
Accounting Technology	AAS Accounting Technology	16	64.00%	9	36.00%	25
	CERT Accounting Technology	7	87.50%	1	12.50%	8
Accounting Technology Total		17	65.38%	9	34.62%	26
Associate of Arts - Business	AA Business	34	53.97%	29	46.03%	63
Computer Information Systems	AAS Bus and Comp Info Syst	12	70.59%	5	29.41%	17
	AAS Computer Information Systems	8	66.67%	4	33.33%	12
	AAS Web Design	5	71.43%	2	28.57%	7
	CERT Web Development	4	57.14%	3	42.86%	7
Computer Information Systems Total		18	72.00%	7	28.00%	25
	CERT Computer Networking	1	50.00%	1	50.00%	2

Business Technologies	Computer Networking	CERT Computer Support Tech	4	80.00%	1	20.00%	5
	Computer Networking Total		5	71.43%	2	28.57%	7
	Computer Networking & Troubleshooting	AAS Computer Networking & Troubleshooting	12	60.00%	8	40.00%	20
	Cosmetology Operator	CERT Cosmetology Operator	1	25.00%	3	75.00%	4
	Cyber Defense & Support Technology	CERT Cyber Defense & Support Technology	2	100.00%		0.00%	2
	Cyber Security and Networking Technology	AAS Cyber Security and Networking Technology	16	50.00%	16	50.00%	32
	Cyber Security Technology	AAS Cyber Security Technology	11	61.11%	7	38.89%	18
		CERT Cyber Defense Technology	3	100.00%		0.00%	3
	Cyber Security Technology Total		11	61.11%	7	38.89%	18
	Game Design Development Certificate	CERT Game Design Development	1	100.00%		0.00%	1
	Graphic Design Technology	AAS Graphic Design Technology	11	57.89%	8	42.11%	19
	Management & Entrepreneurship	AAS Management & Entrepreneurship	12	54.55%	10	45.45%	22
		CERT Management & Entrepreneurship	6	100.00%		0.00%	6
	Management & Entrepreneurship Total		14	58.33%	10	41.67%	24
	Management Development	AAS Management Development	13	50.00%	13	50.00%	26
		CERT Management Development	1	50.00%	1	50.00%	2
	Management Development Total		13	50.00%	13	50.00%	26
	Real Estate	AAS Real Estate	19	67.86%	9	32.14%	28
		CERT Real Estate	6	54.55%	5	45.45%	11
	Real Estate Total		21	65.63%	11	34.38%	32
	Business Technologies Total		41	50.00%	41	50.00%	82

	Associate of Arts - General Studies	AA General Studies	38	52.05%	35	47.95%	73
	Associate of Arts - Teaching	AA Teaching	22	53.66%	19	46.34%	41
General Education and Developmental Studies	Dual Credit	AA Early College Beaumont (AO)	7	31.82%	15	68.18%	22
		AA Early College Beaumont United	8	33.33%	16	66.67%	24
		AA Early College BISD	14	53.85%	12	46.15%	26
		AA Early College Buna	1	50.00%	1	50.00%	2
		AA Early College Burkeville	2	50.00%	2	50.00%	4
		AA Early College Evolution Academy	2	28.57%	5	71.43%	7
		AA Early College Goose Creek	2	28.57%	5	71.43%	7
		AA Early College Hamshire Fann	7	43.75%	9	56.25%	16
		AA Early College Hardin Jefferson	2	28.57%	5	71.43%	7
		AA Early College Harmony	2	28.57%	5	71.43%	7
		AA Early College High Island	13	65.00%	7	35.00%	20
		AA Early College Home School	14	58.33%	10	41.67%	24
		AA Early College Houston	3	60.00%	2	40.00%	5
		AA Early College Jasper	1	14.29%	6	85.71%	7
		AA Early College Kirbyville		0.00%	1	100.00%	1
		AA Early College Kountze	8	53.33%	7	46.67%	15
		AA Early College Legacy	1	20.00%	4	80.00%	5

	AA Early College Newton	1	50.00%	1	50.00%	2	
	AA Early College Silsbee (AO)	5	35.71%	9	64.29%	14	
	AA Early College SISD	5	33.33%	10	66.67%	15	
	AA Early College Spurger	3	50.00%	3	50.00%	6	
	AA Early College West Sabine	1	100.00%		0.00%	1	
	AA Early College Westbrook	9	36.00%	16	64.00%	25	
	AA Early College Woodville	6	46.15%	7	53.85%	13	
	AA Region 13	1	100.00%		0.00%	1	
	CERT East Texas Collaborative		0.00%	3	100.00%	3	
	CERT in Taylor Career Center	5	31.25%	11	68.75%	16	
	High School Dual Enrolled	11	50.00%	11	50.00%	22	
	Dual Credit Total	42	37.84%	69	62.16%	111	
	General Educ. & Dev. Studies Total	51	35.92%	91	64.08%	142	
Public Service and Safety	Associate of Science - Criminal Justice	AS Criminal Justice	27	60.00%	18	40.00%	45
	CJ Security Threat Group	AAS CJ Security Threat Group	4	50.00%	4	50.00%	8
		CERT CJ Security Threat Group	2	50.00%	2	50.00%	4
	CJ Security Threat Group Total		4	50.00%	4	50.00%	8
	Crime Scene Technician	AAS Criminal Justice CSI Tech	9	60.00%	6	40.00%	15
		CERT Crime Scene Technician	2	40.00%	3	60.00%	5
	Crime Scene Technician Total		9	56.25%	7	43.75%	16
	Emergency Medical Services	AAS Emergency Medical Services	13	81.25%	3	18.75%	16
		CERT Emergency Med Basic	4	40.00%	6	60.00%	10
		CERT Emergency Med	3	50.00%	3	50.00%	6

		Paramedic					
	Emergency Medical Services Total		15	65.22%	8	34.78%	23
	Fire Protection Technology	CERT Fire Protection Tech	2	66.67%	1	33.33%	3
	Homeland Security	AAS Emergency Mgmt & Home Sec	3	37.50%	5	62.50%	8
	Law Enforcement Police Academy	CERT Law Enfrcmnt Police Acad	1	100.00%		0.00%	1
Public Service and Safety Total			35	56.45%	27	43.55%	62
Technology	Advanced Engine Technology	AAS Advanced Engine Technology	9	47.37%	10	52.63%	19
		CERT Advanced Engine and Diesel	6	50.00%	6	50.00%	12
	Advanced Engine Technology Total		11	47.83%	12	52.17%	23
	Analyzer Technology	AAS Analyzer Technology	6	75.00%	2	25.00%	8
	Associate of Science - Engineering	AS Engineering	24	64.86%	13	35.14%	37
	Commercial Electrical Technology	AAS Commercial Electrical Technology	3	60.00%	2	40.00%	5
	Computer Drafting Technology	AAS Computer Drafting Tech	24	55.81%	19	44.19%	43
	Electrical Technology	CERT Electrical Technology	1	50.00%	1	50.00%	2
	Heating Vent and AC	AAS Heating Vent and AC	13	65.00%	7	35.00%	20
		CERT Air Conditioning	4	44.44%	5	55.56%	9
	Heating Vent and AC Total		14	60.87%	9	39.13%	23
	Industrial Maint Technology	AAS Industrial Maint Tech	18	60.00%	12	40.00%	30
		CERT Industrial Mechanics Tech	2	28.57%	5	71.43%	7
	Industrial Maint Technology Total		19	52.78%	17	47.22%	36
	Instrumentation Technology	AAS Instrumentation Technology	29	50.00%	29	50.00%	58
		CERT Instrumentation Technology	16	80.00%	4	20.00%	20
	Instrumentation Technology Total		30	50.85%	29	49.15%	59

Process Operating Technology	AAS Process Operating Tech	31	51.67%	29	48.33%	60
	CERT Process Operations	6	75.00%	2	25.00%	8
Process Operating Technology Total		31	51.67%	29	48.33%	60
Utility Line Technology	CERT Utility Line Tech	2	66.67%	1	33.33%	3
Welding Technology	AAS Welding Technology	19	61.29%	12	38.71%	31
	CERT Pipe Welding	4	44.44%	5	55.56%	9
	CERT Structural Welding	3	50.00%	3	50.00%	6
	CERT Welding	4	40.00%	6	60.00%	10
Welding Technology Total		20	58.82%	14	41.18%	34
Technology Total		50	48.08%	54	51.92%	104
Grand Total		89	41.01%	128	58.99%	217

Full-time faculty are responsible for online course development and maintaining the quality of the courses within their respective areas. Prior to being approved to teach online courses, faculty must complete a comprehensive online training program which includes the essential elements of quality online program development and delivery. Typically, full-time faculty develop online courses with multiple sections. Table 6.2.b-3 "LIT Course Delivery Mode" shows the distribution of courses taught by faculty members across all modalities

Table 6.2.b-3 LIT Course Delivery Mode (Fall 2020-Spring 2023)											
AY 2020-2021	Fall 2020					Spring 2021					
Modality	#Faculty	FT	%FT	PT	%PT	Modality	#Faculty	FT	%FT	PT	%PT
Traditional	174	72	41%	102	59%	Traditional	168	69	41%	99	59%
Online	88	40	45%	48	55%	Online	75	36	48%	39	52%
Hybrid	16	9	56%	7	44%	Hybrid	17	11	65%	6	35%
AY 2021-2022	Fall 2021					Spring 2022					
Modality	#Faculty	FT	%FT	PT	%PT	Modality	#Faculty	FT	%FT	PT	%PT
Traditional	183	68	37%	115	63%	Traditional	206	72	35%	134	65%
Online	90	38	42%	52	58%	Online	49	18	37%	31	63%
Hybrid	18	13	72%	5	28%	Hybrid	3	2	67%	1	33%
AY 2022-2023	Fall 2022					Spring 2023					
Modality	#Faculty	FT	%FT	PT	%PT	Modality	#Faculty	FT	%FT	PT	%PT
Traditional	196	69	35%	127	65%	Traditional	190	83	44%	107	56%
Online	85	34	40%	51	60%	Online	94	46	49%	48	51%

Hybrid	4	2	50%	2	50%	Hybrid	12	8	67%	4	33%
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Full-time faculty responsibilities include: classroom instruction, assessment, office hours, and college-service. Other full-time faculty functions that are delivered by alternative means include both formal advising and tutoring, informal mentoring and career preparation. Faculty provide a significant level of in-depth academic advising and career coaching. LIT uses the Starfish Early Alert system to identify, track, and support students who are experiencing issues which interfere with their academic progress. In addition to faculty tutoring, LIT offers in-person tutoring services through the Learning Lab [7] as well as online tutoring through Tutor.com[8].

LIT Policy 6.2 "Faculty Work Schedules"[9] defines the responsibilities of full-time faculty. The current programmatic distribution and number of full-time faculty constitute a sufficient resource for carrying out basic faculty functions. To assist faculty with student advising, LIT provides advising training and resources. LIT employs a team of academic advisors to assist with both face-to-face and online advising assistance. To augment faculty tutoring, a variety of additional services include LIT's Learning Lab and Tutor.com online tutoring services.

Each full-time and part-time faculty member teaching credit courses that are components of Associate or Applied Associate degree programs possess appropriate academic preparation or academic preparation coupled with work experience. For full-time and part-time faculty members teaching general education courses, courses designed for transfer at LIT, the institution requires that the faculty hold a master's degree with a major in the teaching discipline or a Master's degree with at least 18 graduate semester hours in the teaching discipline. In order to facilitate the credentialing process, LIT Policy 4.13 "Faculty Credentials"[10] outlines the credentials required to teach academic, technical and developmental courses. For additional information concerning faculty and their credentials, see the LIT Faculty Roster[11].

LIT has an orderly process for recruiting and appointing its faculty as described in the LIT Policies and Procedures Manual; Policy 4.13 "Faculty Credentials"[10] and Policy 4.12 "Procedures for Filling Positions"[12]. LIT seeks to hire the most qualified faculty personnel in order to provide quality instruction.

With respect to curriculum content, quality and effectiveness, LIT follows the guidelines set forth by The Texas state University System in its Rules and Regulations Chapter 5. Component Employees, Paragraph 1. Component Employees, Subparagraph 1.1 "Definitions"[4] and The Texas state University System in its Rules and Regulations Chapter 5. Component Employees, Paragraph 4. Faculty, Subparagraph 4.1 "Employment"[13]. LIT also adheres to the guidelines of the Texas Higher Education Coordinating Board and its Guidelines for Instructional Programs in Workforce Education (GIPWE[14]) supported by its Workforce Education Course Guide Manual (WECM[15]) and the Academic Course Guide Manual (ACGM[16]).

The Guidelines for Instructional Programs in Workforce Education (GIPWE) is the Texas Higher Education Coordinating Board's official policy manual for both credit and non-credit workforce education programs offered at public higher education institutions in Texas. On page 3 of GIPWE[17], Program Coordination and faculty requirements are aligned. LIT adheres to these requirements and guidelines related to program coordination for certificates and applied associate degrees.

The Workforce Education Course Manual (WECM) is a web-based inventory of current workforce education courses required for use by Texas public two-year colleges and institutes. Courses are grouped by subject area according to the classification of Instructional Program (CIP) codes published by the National Center for Education Statistics (NCES). Program Faculty utilizes WECM to ensure currency of courses and programs. The WECM inventory includes course titles, course descriptions, contact hour range, suggested pre-requisites, course level, and course rubric and number.

The Academic Course Guide Manual (ACGM) is the official list of approved courses for general academic transfer to public universities that may be offered for state funding by public community and

technical colleges in Texas. The ACGM is governed by the Texas Higher Education Coordinating Board with recommendation by the ACGM Advisory Committee. The ACGM Advisory Committee consists of equal representation from public two-year colleges and public universities and is established by Texas Administrative Code, Title 19. Education, Part 1. Texas Higher Education Coordinating Board, Chapter 1. Agency Administration, Subchapter P. "Lower-Division Academic Course Guide Manual Advisory Committee"[18]. The mandate includes statewide representation of qualified faculty whom maintain, review, recommend and update courses approved in the ACGM. LIT adheres to the hiring of qualified general academic faculty to teach approved SCH courses and monitor curriculum.

LIT Policy 3.10 "Faculty Teaching Load"[2] and Policy 3.11 "Faculty Workload Payments"[3] define the criteria for a full-time teaching load. The policies clearly define a faculty load based upon the nature of the course. Lecture courses, clinical labs, computer labs, and labs are weighted by a factor of 1, .875, .75, and .5 respectively. These policies are used to determine faculty load for each semester.

LIT defines the 40-hour work week of a full-time instructional faculty member teaching credit hour courses, to include; a minimum of 15 hours per week in classroom and laboratory hours as well as scheduled 10 office hours available to students, and 5 hours a week dedicated to college service. The definition of full-time faculty workload is described in LIT's Policy 6.2 "Faculty Work Schedules"[9], which specifies the expected teaching load, office hours, and professional activities of the faculty. Professional activities include advising, tutoring, mentoring, and other activities beyond the scheduled teaching of assigned classes. Full-time faculty also participate in College committees and task forces, professional development activities, curriculum development, classroom and program assessment, collegewide governance, recruiting activities, and grant writing and implementation. LIT Faculty Handbook[19] further describes full-time faculty contractual obligations.

According to LIT's Policy 3.11 "Faculty Workload payments"[3], under Overload/Supplemental Contract for Full-time Faculty, full-time faculty "may teach six (6) to eight (8) SCH in overload during the fall term and spring terms. An additional three (3) SCH may be requested under extenuating circumstances and must be recommended for approval by the Department Chair and Dean to the Provost who has final approval and can authorize exceptions on a case-by-case basis.

To strengthen part-time (adjunct) faculty involvement in pedagogy, the institution has multi-faceted professional development opportunities for full-time and adjunct faculty. These opportunities include a combination of face-to-face and online professional development trainings as well as an online teaching Blackboard certification. Additionally, adjunct faculty are invited to participate in the convocation activities, professional development day, any other scheduled professional development during the year and are eligible for professional development funding to attend offsite training seminars /conferences. To strengthen their pedagogy, adjunct faculty receive one-on-one discussion with their program director and/or department chair during their regularly scheduled classroom observation periods.

- 6.2.c** For each of its educational programs, the institution assigns appropriate responsibility for program coordination. (*Program coordination*)[**Off-Site/On-Site Review**]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology assigns appropriate responsibility for program coordination for each of its educational programs.

The importance of ensuring the quality of educational programs at LIT is the primary factor driving the assignment of full-time faculty and professional staff to provide oversight and coordination of LIT's educational programs. Both full-time faculty and professional staff are responsible for assessing the

quality and delivery of their respective programs by participating in College governance, program assessment, institutional effectiveness, strategic planning, curriculum design/development, and ensuring that discipline currency and rigor is maintained.

The Roster of Program Directors and Lead Faculty lists the program directors and lead faculty by program and their qualifications. The program directors hold credentials appropriate for their programs, thereby qualifying them to serve in program coordination and curriculum development and review capacities. LIT Policy 4.31 "Appointment of Program Directors"[1] states, "the appointment of Program Directors shall be the responsibility of the Provost, Dean of Instruction, and the Department Chair with oversight responsibility for the program". The President and the Board of Regents must approve all appointments.

The Curriculum Review Committee is responsible for reviewing all programs of study for completeness and adherence to policies and regulations. The Committee advises the Provost on curricular issues. Academically qualified faculty members serve on the Curriculum Review Committee. The Curriculum Review Committee Roster[2] of faculty members documents campus wide representation on the committee. The president, with recommendations from the Provost, Dean of Instruction, and department chairs appoints members to the Curriculum Review Committee.

The organizational structure of each division is determined annually by the division deans and Provost per LIT's Instructional Leadership Structure: Deans of Instruction, Department Chair, Program Director, and Lead Faculty. Reappointments are then submitted to the president for final approval. As new programs are added/deleted, faculty positions are added/deleted, or student enrollments shift, allocation of division leadership positions may be modified. Instructional supervisors are designated as dean of instruction, department chairperson, program director, or lead faculty as shown in Table 6.2.c-1 "Instructional Leadership Positions."

Title	Division	Classification	Responsibilities
Dean of Instruction [3]	Allied Health and Sciences/ Technology Business Technology/ General Education and Developmental Studies/ Public Service and Safety	Professional Staff	Development and administrative duties. Oversees programs in all modalities (e.g. face-to-face, hybrid, and online) as well as all campus locations within their area of oversight.
Department Chair[4]	Allied Health and Sciences/ Technology Business Technology/ General Education and Developmental Studies/ Public Service and Safety	Faculty	Development, some teaching may be required, and administrative duties. Oversees programs in all modalities (e.g., face-to-face, hybrid, and online) as well as all campus locations within their area of oversight.

Program Director[5]	Allied Health and Sciences/ Technology Business Technology/ General Education and Developmental Studies/ Public Service and Safety	Faculty/ Instructional Staff	Development, teaching, program recruitment, and administrative duties. Oversees programs in all modalities (e.g. face-to-face, hybrid and online) as well at all campus locations within their area of oversight.
Lead Faculty[6]	Allied Health and Sciences/ Technology Business Technology/ General Education and Developmental Studies/ Public Service and Safety	Faculty/ Instructional Staff	Development, teaching, program recruitment, and curriculum coordination

Faculty and staff in instructional leadership positions provide a level of continuity by remaining in these roles long term. Whenever a replacement is needed, members of that academic unit are encouraged to express interest in assuming a leadership role. The Provost, in consultation with the appropriate Dean of Instruction, makes the final determination and assignment.

The institution demonstrates a strong commitment to employing/assigning academically qualified instructional leaders to support its mission. All faculty and academic administrators are subject to the minimum educational and experiential requirements provided within the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) guidelines and LIT's policies for initial employment and/or appointment to instructional leadership positions. Well-prepared faculty provide the basis for ensuring program quality; LIT's Credentialing form[7], which has elements of the SACSCOC Faculty Roster form embedded, provides a method to thoroughly review an individual's academic and experiential credentials.

As shown in Table 6.2.c-2 "Program Director Roster," all program directors possess qualifications that are appropriate for the degree/certificate level of their program and the areas their program affects. The supplemental position description, as well as educational and experiential qualifications, for each department chair, program director and lead faculty job description provide an overview of responsibilities. Instructional leaders and faculty work collaboratively to ensure the effectiveness of each curricular area of concentration. Department chairs, oversee multiple programs beyond those for which they are qualified to teach. When a department chairperson oversees multiple programs, the programs outside of their teaching discipline have an assigned program director or lead faculty. The faculty members who function as lead faculty are fully responsible for developing and updating the curriculum as well as maintaining on-going and direct communication with the chair regarding all curriculum matters. The chair provides administrative oversight, participates in recruitment and retention initiatives, facilitates program review and strategic planning, assesses faculty credentials, and coordinates activities with program-specific advisory committees. Department chairs may also assume program oversight in times of transition, such as with newer developing programs or instances of faculty turnover, where new faculty or faculty development is needed to ensure effective program management. Department chairs also maintain regular communication with their respective deans, as well as with the faculty they supervise, to ensure that each program contains essential curricular components, appropriate content

and pedagogy, rigor, and currency. Collaboration between the institution's instructional leaders and program-specific advisory committee members ensures that industry standards are accurately and adequately represented in both classroom and laboratory settings to maximize student success in the workforce and to support LIT's mission.

Table 6.2.c-2 Program Director Roster								
Program Oversight	Title	CV	Major	Major Code	DEG	Discipline	CIP Code	DEPT
James Welch	Dean[3]	X [8]	Allied Health and Sciences + Technology Division					
Richard Fruscione	Department Chair[4]	X [9]	Allied Health and Sciences Department					
Reginald Whitaker	Program Director[5]	X [10]	Occupational Health and Safety	OSHA	AAS	Quality Control and Safety	15.0701	AHSC
			Environmental Technology	OSHT	CERT I		15.0701	AHSC
			Occupational Safety and Health	OSHB	CERT I		15.0701	AHSC
Gail Williams	Program Director[5]	X [11]	Child Care and Development	CCDA	AAS	Human Development	19.0709	AHSC
			Child Care Administrator	CCDB	CERT II		19.0709	AHSC
			Child Development Associate	CDAC	CERT I		19.0709	AHSC
Melanie Daleo	Program Director[5]	X [12]	Biological Science	ASBS	AS	Biology	26.0101	AHSC
Dr. Connie Grass	Lead Faculty[6]	X [13]				Biology		
Conor Smith	Lead Faculty[6]	X [14]				Chemistry		
Brian Neal	Lead Faculty[6]	X [15]				Physics		
Melanie Daleo	Program Director[5]	X [12]	Health Science	ASHS	AS	Health Professions	51.0000	AHSC
Michelle DeMoss	Program Director[5]	X [16]	Dental Hygiene	DH	AAS	Dental Support Services	51.0602	AHSC
Dr. Kristina Mendoza	Lead Faculty[6]	X [17]				Dental Hygiene		
Staci Waldrep	Program Director[5]	X [18]	Medical Coding Specialist	HICC	CERT II	Health and Medical Administrative Services	51.0701	AHSC
			Health Information Technology	HIT	AAS		51.0707	AHSC
			Health Informatics	HITC	CERT I		51.0707	AHSC
LeAnn Chisholm-Springer	Program Director[5]	X [19]	Nursing (PENDING APPROVAL)		AAS	Nursing	51.3801	AHSC
	Lead	X						

Misty Jones	Faculty[6]	[20]				Nursing		
Shunetta Lewis	Program Director[5]	X [21]	Pharmacy Technician	PHRA	CERT I	Pharmacy Technician	51.0805	AHSC
Stacy Taylor	Program Director[5]	X [22]	Respiratory Care	RSCA	AAS	Respiratory Care Therapy	51.0908	AHSC
Lacy Stinebrickner	Program Director[5]	X [23]	Diagnostic Cardiac Sonography	DCSO	AAS	Diagnostic Sonography	51.091	AHSC
			Diagnostic Medical Sonography	DMSO	AAS		51.091	AHSC
Brenda Barrow	Program Director[5]	X [24]	Radiologic Technology	RA	AAS	Radiologic Technology	51.0911	AHSC
Dr. Valerie Worry	Department Chair[4]	X [25]	Technology Department					
Dr. Valerie Worry	Department Chair[4]	X [25]	Engineering	ASE	AS	Engineering, General	14.0101	TECH
Chelsea Hoke	Program Director[5]	X [26]	Mechatronics	MECH	AAS	Electromechanical Technologies	15.0403	TECH
			Analyzer Technology	ANLZ	AAS		15.0404	TECH
			Instrumentation Technology	INST	AAS		15.0404	TECH
			Analyzer Technology	ANLC	CERT I		15.0404	TECH
			Electronic Instrumentation	ISTC	CERT I		15.0404	TECH
Darrell Grissom	Program Director[5]	X [27]	Heating, Ventilation & Air Conditioning	HVAC	AAS	Environmental Control Technologies	15.0501	TECH
			Air Conditioning	RAC1	CERT I		15.0501	TECH
			Residential HVAC Installation Certificate	HSAC	CERT I		15.0501	TECH
Stan Spooner	Program Director[5]	X [28]	Computer Drafting Technology	CDT	AAS	Drafting/Design Engineering	15.1301	TECH
James Robinson	Program Director[5]	X [29]	Process Operating Technology	PT	AAS	Physical Science Technologies	41.0301	TECH
			Process Operations	PTC	CERT I		41.0301	TECH
Dr. Valerie Worry	Department Chair[4]	X [25]	Commercial Electrical Technology	ELPT	AAS	Electrical and Power Transmission Installers	46.0301	TECH
			Commercial Electrical Technology	CETC	CERT II		46.0301	TECH
			Electrical Technology	ELPC	CERT I		46.0301	TECH
Jimmy Haire	Program Director[5]	X [30]	Utility Line Technology	ULTC	CERT I		46.0303	TECH
Dr. Valerie	Department	X	Plumbing		CERT			

Worry	Chair[4]	[25]	Technology	PFPB	I	Plumbing	46.0503	TECH
Antonio Menn-Williams	Program Director[5]	X [31]	Industrial Mechanics Technology	IMT	AAS	Industrial Equipment Maintenance Technologies	47.0303	TECH
			Industrial Mechanics Technology	IMTC	CERT I		47.0303	TECH
Dr. Valerie Worry	Department Chair[4]	X [25]	Automotive Collision Repair	AUCO	CERT I	Vehicle Maintenance and Repair Technologies	47.0603	TECH
Pete Matak	Program Director[5]	X [32]	Advanced Engine	DMT	AAS		47.0605	TECH
			Advanced Engine - Diesel	DMC	CERT I		47.0605	TECH
Robert Jones	Program Director[5]	X [33]	Welding Technology	WLDT	AAS	Precision Metal Working	48.0508	TECH
			Pipe Welding	WLDP	CERT II		48.0508	TECH
			SMAW Welding	WLDG	CERT I		48.0508	TECH
			Structural Welding	WLDQ	CERT I		48.0508	TECH
Lauri Arnold-Calder	Dean[3]	X [34]	Business Technology, General Education and Developmental Studies, and Public Service and Safety Division					
Tamalla Jones	Department Chair[4]	X [35]	Business Technology Department					
Tamalla Jones	Department Chair[4]	X [35]	Computer Information Systems	CIS	AAS	Computer and Information Sciences	11.0101	BSTC
			Game Design Development	GDDC	CERT I		11.0101	BSTC
			SWIFT Programming	SWFT	CERT I		11.0101	BSTC
Tamalla Jones	Department Chair[4]	X [35]	Data Analytics	DATA	AAS	Data Processing	11.0301	BSTC
			Data Analytics	DATC	CERT I		11.0301	BSTC
Susan Joiner	Program Director[5]	X [36]	Cyber Security and Networking Technology	CSNT	AAS	Computer Systems Analysis	11.0501	BSTC
			Cyber Defense and Support Technology	CDST	CERT I		11.0501	BSTC
A'Timberly Mapp	Lead Faculty[6]	X [37]	Cosmetology Operator	COSM	CERT I	Cosmetology and Personal Grooming	12.0401	BSTC
Tamalla Jones	Department Chair[4]	X [35]	Culinary Arts	CULA	CERT I	Culinary Arts and Related Services	12.0508	BSTC
Tamalla Jones	Department Chair[4]	X [35]	Graphic Design	GDTA	AAS	Design and Applied Arts	50.0409	BSTC
			Graphic Design	GRDC	CERT I		50.0409	BSTC
			Business	AAB	AA		52.0201	BSTC

Tamalla Jones	Department Chair[4]	X [35]	Management and Entrepreneurship	MAEA	AAS	Business Administration	52.0201	BSTC
			Management and Entrepreneurship	MAEC	CERT I		52.0201	BSTC
			Logistics and Supply Chain Management	LSCM	AAS		52.0203	BSTC
			Logistics Management	LMGT	CERT I		52.0203	BSTC
Tamalla Jones	Department Chair[4]	X [35]	Accounting Technology	ACT	AAS	Accounting	52.0302	BSTC
			Accounting Technology	ACTC	CERT I		52.0302	BSTC
Stephen Hudnall	Program Director[5]	X [38]	Real Estate	RES	AAS	Real Estate	52.1501	BSTC
			Real Estate	RESC	CERT I		52.1501	BSTC
Dr. Maegan Collins	Department Chair[4]	X [39]	General Education and Developmental Studies Department					
Dr. Diane Johnson	Program Director[5]	X [40]	Teaching	AAT1	AA	Teacher Education	13.1206	GEDS
Dr. Maegan Collins	Department Chair[4]	X [39]	General Studies	ARTS	AA	General Studies	24.0101	GEDS
			Academic Core Curriculum	ACCC	CERT		24.0101	GEDS
Clinton Rawls	Program Director[5]	X [41]				Arts & Humanities		
Christopher Sams	Program Director[5]	X [42]				Mathematics		
Donna Burnside	Lead Faculty[6]	X [43]				Speech		
Elizabeth Fontenot	Lead Faculty[6]	X [44]				Humanities		
Daniel Dove	Lead Faculty[6]	X [45]				Mathematics		
Nicole Mitchell	Department Chair[4]	X [46]	Public Service and Safety Department					
Trazarra Stelly	Program Director[5]	X [47]	Criminal Justice	ASCJ	AS	Criminal Justice and Corrections	43.0107	PBSS
			Criminal Justice - Crime Scene Technician	CJSI	AAS		43.0107	PBSS
			Criminal Justice - Security Threat Groups	CJST	AAS		43.0107	PBSS
			Criminal Justice Security Threat Groups	CJSC	CERT I		43.0107	PBSS
			Crime Scene Technician	CCST	CERT I		43.0107	PBSS
Michael	Assistant	X	Basic Peace		CERT			

Nixon	Director[48]	[49]	Officer Certification	LEPA	I		43.0107	PBSS
John Randall	Coordinator [50]	X [51]	Basic Fire Academy Certificate	FTC	CERT I	Fire Protection	43.0203	PBSS
Nicole Mitchell	Department Chair[4]	X [46]	Emergency Management and Homeland Security	HESY	AAS	Public Administration	44.0401	PBSS
			Emergency Management and Homeland Security	HEMC	CERT I		44.0401	PBSS
Jolene Monse-Thomson	Program Director[5]	X [52]	Paramedic	EMS	AAS	Emergency Medical Technology	51.0904	PBSS
			Emergency Medical Services Paramedic	EMSP	CERT II		51.0904	PBSS
			Emergency Medical Technician	EMSB	CERT I		51.0904	PBSS

- 6.3** The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status. (*Faculty appointment and evaluation*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members regardless of contract or tenure status.

Legal authority for the institution's employment policies and procedures is established by The Texas state University System in its Rules and Regulations Chapter 5. Component Employees, Paragraph 4. Faculty, Subparagraph 4.1 "Employment"[1]. According to TSUS, "the Board of Regents strongly desires to maintain learned faculties who, by precept and example, will instruct and inspire their students and reflect credit upon the Component. The Board encourages scholarship, creative activity, research, and public service but affirms that the primary goal of each faculty member shall be to attain a greater proficiency in teaching. The President of each Component shall recommend to the Chancellor and the Board the employment or re-employment of faculty members to be awarded term or annual appointments, advising in writing as to the tenure status, proposed academic rank, and highest degree of each nominee."

LIT procedures shall be approved by the president. Policies related to personnel, regardless of classification (e.g., staff, professional, administrative, or faculty), are developed collaboratively with the human resources department and reviewed by LIT's Executive Team, with final approval given by the president. LIT's policies and procedures are disseminated and available to all current and prospective employees on the LIT Website.

Appointment

Policy 4.12 "Procedures for Filling Positions"[2], outlines the process by which regular Faculty positions are requested, approved, posted, recruited, interviewed and filled. The process involves elements such as, but not limited to, the review and approval of posted job descriptions to ensure accuracy and compliance with requirements such as the Americans with Disabilities Act; usage of LIT's applicant tracking system; minimum posting requirements; paid advertisements; scoring criteria based on the job description and approved by Human Resources; interview committees and interview

questions based on the bona fide occupational qualifications of the position; and the selection and hiring of the best qualified applicant without regard to race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, or disability. In addition to these employment processes, LIT's Human Resources department conducts new hire orientations to complete the hiring process.

The beginning date of a Faculty employee's appointment for an academic year is no earlier than September 1st and ends no later than August 31st. Letters of appointment are written and distributed by LIT's Office of the Provost and includes details such as the Faculty member's current fiscal year base salary, current rank and tenure status. Appointment letters must be accepted, signed and returned by the Faculty employee to the Office of the Provost by the deadline noted on the letter, otherwise the offer will be considered withdrawn. Appointments and appointment letters are not contracts of employment. Renewal or non-renewal of Faculty appointments shall be in accordance with state law, Lamar Institute of Technology policies, and Texas State University System Rules and Regulations.

Employment

The LIT Policies and Procedures Manual and the LIT's Faculty Handbook[3] outlines the expectations and guidelines by which Faculty employees are expected to abide during their employment with Lamar Institute of Technology. Topics covered include, but are not limited to, appropriate use of information technology; code of ethics; security of student records; classroom conduct; course, grade and transfer policies; promotion guidelines; grievance policy; corrective reviews; and outside and dual employment and other activities. By providing clear guidelines through these handbooks, Faculty can remain in alignment with the expectations and operational processes of LIT to better provide for a positive, cooperative working relationship and enhanced service to students.

Evaluation

Policy 4.33 "Faculty Evaluation" [4] outlines the process that is used for the annual faculty evaluation which includes evaluation of the following major areas; instructional; professional advancement; participation in program, department, and campus affairs; community service and other activities; and administrative service, when applicable. LIT uses the Faculty Annual Review(F2.081)[5] to monitor how well the faculty members are meeting the mission and goals. This evaluation is completed at the end of each academic year. The F2.081 lists and discusses the criteria used to evaluate the faculty members. All full-time faculty, tenured and non-tenured, complete the annual evaluation yearly, with results similar to this example of a Faculty Annual Review[6]. Part time faculty complete the Faculty Evaluation (F2.081) each semester they teach a course(s). This evaluation includes a self-evaluation and the student evaluations described below. If any faculty member does not receive a satisfactory evaluation, a Professional Improvement Plan is required of the faculty member. Part time faculty Professional Improvement Plans often include a classroom observation[7] by the Department Chair.

In addition to the annual faculty review, the effectiveness of faculty is monitored with student evaluations each semester. The results of the course evaluations are distributed to faculty, program directors, department chairs, deans and administrators at the end of each semester. Faculty use the results to improve their overall performance in the classroom, while program directors and department chairs use the results to improve the overall effectiveness of their respective programs and departments. Results of the Fall 2022 thru Spring 2023 course evaluations[8] are provided. The Office of Instructional Effectiveness and Assessments maintain at least ten years of course evaluation results for reference purposes.

- 6.4** The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom. (*Academic freedom*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.

LIT supports the principles of academic freedom and assures all faculty members are free to conduct their classrooms as they see fit within the scope of the LIT and Texas State University System (TSUS) policies on academic freedom. The LIT Policies and Procedures Manual describes academic freedom at LIT in Policy 2.20 "Academic Freedom"[1] as:

Faculty is free to present issues in the classroom that may be of a debatable or controversial nature; provided that this is done objectively and in the spirit of academic inquiry, that the topic is pertinent to the subject matter of the course, and that the material is presented in good taste. The faculty shall not advocate the overthrow of the government of the United States or of the State of Texas by force or violence or other unconstitutional method. It is the policy of the Institute that academic freedom must be exercised with responsibility and reasonable judgment, with regard for the rights of others, and with consideration for the best interests of the college, the community, the state, and the nation in which we live.

A faculty member is entitled to freedom in the classroom in discussing subjects appropriate to the course. Faculty are also asked to be judicious in using controversial material and relating the material to the subject they are teaching. Faculty members are free to pursue and convey knowledge in their area of special training and expertise, subject to LIT, state of Texas, and federal policies, procedures, laws, and the code of ethics for professional educators. When issues of academic freedom are challenged, LIT has Policy 4.32 "Grievance Policy"[2] in place to address grievances by faculty.

Faculty must be conscious of the special status the teaching position represents in the community and be aware that the public may judge the profession and LIT according to individual practices. Therefore, the faculty member should make every effort to be tolerant of others and accurate in expressing views in order to protect the image of the profession and LIT, and to abide by applicable laws.

The faculty are encouraged to conduct research and publish materials, provided that these activities do not interfere with the performance of assigned duties.

The faculty is entitled to express opinions as citizens outside the classroom; however, the faculty should clearly indicate that these are personal opinions that may not represent the viewpoint of LIT.

The faculty should share in the selection of textbooks[3], library materials[4], choice of course materials, and in the formation of the curriculum[5].

The faculty shall have access to procedures embracing the concept of due process in alleged abridgement of their academic freedom.

General faculty meetings are recognized as forums through which lines of communication are established and maintained.

- 6.5** The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission. (*Faculty development*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institution's mission.

Per LIT's Policy 4.7 "Instructional Philosophy"[1], instructional personnel at LIT are expected to embrace and exemplify the highest ideals and standards of the teaching profession. Faculty classroom performance should reflect a strong personal commitment to professional competence within their subject area(s) as well as to the practice and advancement of the art of teaching. Professional development is needed to achieve these goals. Professional development may include, but is not limited to, scholarly writing; participation in appropriate professional workshops, seminars, and organizations; and pursuit of advanced academic credentials and/or professional licenses. The president and provost are authorized to develop, establish, and implement procedures for staff development and program development.

Professional development is defined as activities that contribute to the professional development of the individual and benefits the institution. Activities classified as professional development include: conferences, seminars, meetings, workshops, training opportunities, and supporting staff members who wish to return to college to further their education.

In June 2017, LIT created a Teaching and Learning Center (TLC) to provide opportunities for training and professional development to faculty, staff and partnering school districts (ISDs). The TLC is the first of its kind among the Texas State University System's two-year colleges. TLC provides a wide variety of customized training, as well as instructional support by subject matter experts who are leaders in their fields.

The institution annually budgets professional development funds for full-time and adjunct faculty. The Provost and Executive Director of Human Resources are responsible for administering and tracking funds specifically allocated for seminars, workshops, training opportunities and faculty development.

Deans and Department Chairs are asked to identify, in advance, their individual and department professional development plan for the upcoming calendar year during the spring semester, prior to the annual budget development process. These topics are further discussed with the Provost and the Teaching and Learning Center staff to best identify future professional development opportunities.

Faculty who wish to further their education with additional college-level education and training are currently eligible for the Employee Education and Training Plan, which grants them up to five (5) paid courses per academic year towards a higher-level degree that increases their value to the college. Furthermore, upon obtainment of their higher-level degree, employees are eligible to receive an educational pay incentive added to their annual base salary. The executive director of human resources oversees the TLC and is responsible for administering and tracking funding specifically allocated for faculty educational opportunities.

The College supports professional development through direct funding, travel reimbursement, and release time. LIT faculty have participated in national faculty development opportunities such as ACUE, HARVARD, and UDL.

Full-time and adjunct faculty members are informed of professional development opportunities through a variety of means including, but not limited to: the TLC, TSUS and LIT communications, accrediting bodies (SACSCOC and Program), state/national organizations and they are also encouraged to seek out professional development opportunities of their own interest.

Table 6.5-1 Professional Development Communication	
Source	Artifact
Teaching and Learning Center	Example 1[2] Example 2[3] Example 3[4] Example 4[5]
	Example 1[6]

LIT Communications	Example 2[7] Example 3[8]
Texas State University System	Example 1[9]
Accrediting Bodies	Example 1[10] Example 2[11]
State/National Organizations	Example 1[12] Example 2[13] Example 3[14] Example 4[15]
Faculty Request	Example 1[16] Example 2[17] Example 3[18]

Faculty are regularly engaged in a variety of professional development activities as shown in Table 6.5-1 "Professional Development Activities."

Table 6.5-2 Professional Development Activities	
EVENT	Schedule
Professional Development Day 2022	X[19]
Fall Convocation 2022	X[20]
Spring Convocation 2023	X[21]
Professional Development Day 2023	X[22]

Section 7 Institutional Planning and Effectiveness

7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a.) focus on institutional quality and effectiveness and (b.) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (Institutional Planning)[CR]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

Ongoing Planning & Evaluation:

Planning and evaluation at LIT are ongoing and cyclical, taking place throughout the academic year according to the college's Institutional Planning Calendar[1]. LIT defines planning as data-driven decisions that the college's administration, faculty, and staff make about the college's future. This planning occurs at all levels of the college, from strategic planning or decisions made at the "macro" level to decisions that personnel make at the "micro" level for the units in which they teach and work. At LIT, planning is closely linked to evaluation, which the college defines as regular assessments that measure performance across the institution as well as judgements or evaluations that LIT personnel make about assessment results and how these results should affect the college's future.

Central to LIT's institutional effectiveness process is the college mission[2], which is to "provide innovative teaching and learning for tomorrow's workforce". Across the college, planning and

evaluation activities focus on fulfilling this mission, with LIT personnel documenting their planning and evaluation activities and using the results to inform future planning and evaluation in support of the college mission.

Comprehensive Planning & Evaluation:

LIT's Institutional Planning Calendar[1] indicates that planning and evaluation take place at all levels of the college and across all units, providing a comprehensive review of college effectiveness. Ensuring institutional effectiveness requires a great deal of commitment from LIT faculty, staff, and administration. Decisions at all levels of the institution are integrated in such a way that planning and evaluation in one area of the college is tied to and influences planning and evaluation in other areas. The resulting process is an interconnected web of activities through which the institution and its members work together to fulfill the college's mission. Table 7.1-1 "LIT Planning & Evaluation Activities" offers an overview of this comprehensive process, with examples of key planning and evaluation activities at the college:

Table 7.1-1 LIT Planning & Evaluation Activities			
Planning Activity	Stakeholders	Assessment	Use of Results
<p>Strategic Planning Mission-focused & campus-wide planning activity. Relying on input from faculty, staff, the Strategic Planning Committee & the surrounding community, LIT's President & Executive Team set strategic goals for the next five years. These activities result in the college's Strategic Plan, which presents the institution's goals[3] to stakeholders. LIT's current Strategic Plan[4] is in effect from 2020-2025.</p>	<p>Stakeholders</p> <ul style="list-style-type: none"> • Texas State University System (TSUS) • President • Executive Team • Faculty • Staff • Students • Surrounding Community 	<p>Strategic Plan Assessment Managed by the college's IEA* Office, this activity requires ongoing collection of comprehensive data about LIT for TSUS[5], THECB [6] & IPEDS*[7] reporting; student satisfaction data from surveys on course evaluations [8] faculty report; faculty & staff data from IPEDS HR report[9]; core curriculum[10] (general education) data; academic program review[11] data; annual unit assessment data.</p> <p>*See Key at end of table</p>	<p>Strategic Plan Review The college's IEA Office presents assessment results to the President & Executive Team, who evaluate the college's progress toward fulfilling its mission & strategic goals. This review results in an annual Strategic Planning Report. Based on this review, the President, faculty & staff adjust the college's mission & goals (strategic, program, unit, course) to better align LIT's stated mission & goals with actual practice. Example: In 2023-2024, the President is working with faculty & staff to modify the mission to better account for broader service to the community.</p>
Campus Master Planning	Stakeholders	Campus Facilities Data	Review of Campus Master Plan

<p>Focused on campus facilities, this activity occurs on an as-needed basis, dependent on allocations of state funding for campus construction. Goals are set for facilities construction & use by President, Executive Team & Campus Master Planning Committee, with input from faculty & staff. Activity results in Campus Master Plan. LIT completed its most recent Campus Master Plan in 2018[12].</p>	<ul style="list-style-type: none"> • Texas Legislature (funding) • TSUS • President • Executive Team • Faculty • Staff 	<p>IEA Office collects data related to campus facilities on an ongoing basis. Data includes THECB's* building & room use[13] report, facilities room inventory[14] report & facilities building inventory [15] report;</p> <p>*See Key at end of table</p>	<p>As needed, President & Executive Team review facilities-related data & make recommendations for adjustments to Campus Master Plan. Current plan has not required review or revision since it was created in 2018. Construction & renovations are proceeding according to the 2018 plan, dependent on state funding for these modifications.</p>
<p>Budget Planning Campus-wide budget planning occurs annually. In spring, all units with budget lines complete budget worksheets provided by the VPFO /Finance. Worksheets identify priorities for funding for the upcoming academic year. Unit heads present their budget requests at budget hearings in late spring. President & Executive Team make final budget decisions in summer. In August, President presents the resulting Annual Operating Budget to LIT's governing body (TSUS), which must approve the budget.</p>	<p>Stakeholders</p> <ul style="list-style-type: none"> • TSUS • President • Executive Team • Unit Heads 	<p>Budget Assessment Budget assessment is managed by LIT's VPFO* & Finance Office, which use standard, accepted accounting practices to manage the college's annual budget. Each year, the IEA Office submits financial data to IPEDS*[16] on institutional revenues; expenses, assets & liabilities.</p> <p>*See Key at end of table</p>	<p>Budget Review LIT submits an Annual Financial Report to the TSUS for inclusion in the Consolidated System-wide Report required each year under state law. The TSUS is also responsible for internal & external audits of LIT & other System colleges & universities.</p>
<p>Annual Unit Planning Each year, all academic and student support</p>	<p>Stakeholders</p> <ul style="list-style-type: none"> • President 	<p>Annual Unit Assessment</p>	<p>Annual Unit Assessment Review</p>

<p>administrative units complete an Annual Unit Plan (AUP) that lists unit goals for the upcoming academic year. Unit goals are linked to LIT's strategic planning goals & subdivided into measurable objectives & expected outcomes. Units also list the assessment criteria they will use to assess whether they are making progress toward their goals. Units are responsible for completing annual planning, with the IEA Office managing the process at the institutional level.</p>	<ul style="list-style-type: none"> • Executive Team • Unit Heads • Faculty • Staff 	<p>Each unit assesses the extent to which it is meeting the goals it has set for the year & selects assessment criteria & tools suited to measuring its goals. Assessment occurs throughout the academic year with results recorded at the end of academic year. The IEA Office* manages the assessment process at the institutional level, providing information, support & assistance.</p> <p>*See Key at end of table</p>	<p>Assessment results help create an action plan for the following year unit plans focusing on continuous improvements. At the end of each academic year, IEA Office reviews all AUPs & compiles an Annual Unit Assessment Report. President & Executive Team review report as part of annual Strategic Plan Review. Based on reviews, President, Executive Team & units adjust their practices to better meet institutional & unit goals.</p>
<p>Academic Program Planning Academic program planning is led by program faculty. Planning may involve adding or deleting courses, revising existing courses, changing course sequencing, modifying admission or graduation requirements, and other changes. Program reviews support program planning by enabling faculty to review program data & set/assess goals, objectives & outcomes, thus helping faculty identify areas where longer-term changes are needed. Significant program changes must be approved by LIT's Curriculum Committee[17] before they</p>	<p>Stakeholders</p> <ul style="list-style-type: none"> • Curriculum Committee • Chair of General Education • Faculty 	<p>Academic Program Reviews In-depth program reviews occur cyclically, with each program being reviewed according to the college's Program Review Schedule [18]. A program's faculty conduct the review, assisted by their Department Chair & IEA Office.* Program reviews result in self-study reports that review & analyze a program's curriculum; instructional practices; &</p>	<p>Annual Academic Program Reviews The program review committee reviews the report and forwards it to the program dean with comments for improvement or viability for ongoing implementation of the program. A review of the overall process determined the need for broader input from faculty on the strength and viability of a program led to the recent formation of the Academic Quality Committee[19]. The Academic Quality Committee</p>

<p>become active. This committee is made up of faculty decision-makers.</p>		<p>student, course & faculty data. Program reviews support academic program planning by helping faculty identify areas of their program that may need revision.</p> <p>*See Key at end of table</p>	<p>comprising program faculty, makes use of a program review process[20] to verify that academic programs of the college are effective in achieving student learning outcomes, maintaining integrity, serving community needs, and using college resources efficiently.</p>
<p>Core Curriculum Planning Core curriculum planning is based on results of the core curriculum assessment conducted every Fall & Spring Semester. After reviewing assessment results with the Core Curriculum Committee[21], the Chair of General Education meets with core faculty to discuss results & possible revisions to core courses. Course changes are typically not made based on one semester's assessment results but are reserved for trends that appear in the core curriculum over several semesters.</p>	<p>Stakeholders</p> <ul style="list-style-type: none"> • Core Curriculum Committee • Chair of General Education • Faculty 	<p>Core Curriculum Assessment Core curriculum assessment is conducted two times per academic year (Fall & Spring) by core curriculum faculty, the Core Curriculum Committee & Chair of General Education, with technical coordination by the IEA Office*. This activity requires assessment of randomly selected student artifacts from core courses scheduled for assessment that semester. The IEA Office compiles assessment data for review by the Core Curriculum Committee & Chair of General Education. This assessment supports core curriculum planning by helping faculty</p>	<p>Core Curriculum Review In Spring & Summer of each academic year, the IEA Office compiles core assessment results from the previous Fall[22] & Spring[10] semesters into a Core Curriculum Assessment Report. This report identifies trends within & across core courses reviewed that semester, including strengths & areas needing improvement. The report supports more-informed core curriculum planning by faculty, Core Curriculum Committee & Chair of General Education. After reviewing assessment results with the Core Curriculum Committee, the Chair of General Ed meets with core faculty to discuss results & possible revisions to core courses.</p>

		identify areas of the core that may need revision.	
		*See Key at end of table	
KEY: CCSSE = Community College Survey of Student Engagement CSS = Customer Satisfaction Survey (integrated into the CCSSE) IEA Office = LIT Office of Institutional Effectiveness & Assessment IPEDS = Integrated Postsecondary Education Data System (federal) THECB = Texas Higher Education Coordinating Board TSUS = Texas State University System (LIT's governing body) VPFO = LIT's Vice President of Finance & Operations			

Strategic Planning:

The current Strategic Plan[4] is a five-year plan based on themes that LIT's external stakeholders[23] comprising of local community, business, industry leaders and LIT's internal stakeholders[24] comprising of faculty, staff, students, expressed to those collecting information for the plan. Stakeholders were asked to propose ideas for LIT's focus moving forward. To develop the plan, LIT relied on a shared governance model exemplified in its commitment to reaching out to varied stakeholders and in the composition of its Strategic Planning Steering Committee. In addition to sharing existing data on enrollment trends[25], program demand[26], and community or industry impact, the Steering Committee and Councils collected additional data through focus groups, surveys, social media, and one-on-one interviews with community members, elected officials, educators, and business and industry leaders. The underlying response from all stakeholders was that LIT should focus on. "growth and excellence."

The focus on growth and excellence led to the evolution of LIT's mission focused strategic goals, which are listed in Table 7.1-2:

TABLE 7.1-2 LIT's Strategic Goals (2020-2025)		
GOAL 1	GOAL 2	GOAL 3
Increase Student Access, Success, and Reduce Debt	Be more Responsive to the Community and Industry	Promote Institutional Excellence
We will eliminate enrollment barriers, create a positive culture that encourages educational attainment, and control student costs.	While the "LIT brand" expands statewide, we will remain a neighborhood college, bridging the gap between community revitalization and future workforce development.	LIT employees will be "active partners" in meaningful training and innovation that leads to institutional excellence.

The Strategic Plan aligns with state- and system-mandated requirements such as the Texas Higher Education Coordinating Board (THECB) 60x30TX/Talent Strong Texas Plan[27] and the Texas State University System (TSUS) Vision Key Performance Indicators (KPI)[5]. The Strategic Plan's initiatives guide academic and administrative planning across the college. Although a 5-year plan, the Strategic Plan is reviewed regularly so that LIT can respond to an evolving higher education landscape.

Campus Master Planning:

Creating a comprehensive master plan[12] for Lamar Institute of Technology was a highly collaborative process. In order to accomplish the task, a master plan committee[28] was formed comprising of different stakeholders from a diverse cross-section of board members, administrators, faculty and community members; and, students. Each group shared their needs, discussed possible program offerings, and made projections for growth. Having each group contribute and share their vision(s) for LIT was the right way to ensure the master plan effectively addresses both present and future stakeholder expectations.

In December of 2017, the Lamar Institute of Technology engaged PBK to assist them with the development of this master plan. Accordingly, the college began an intensive master planning process that included the following components: Demographics Study[29], Utilization Study[30], Facilities Assessment[31]. The demographics study of the Lamar Institute of Technology's included past and future enrollment prospects and several key points regarding the college's local area and ability to attract students. Demographics also considered enrollment based on the targeted population of the catchment area and proximity to local high schools. The utilization study analyzed every classroom and laboratory space on campus to account for current and future enrollment. The facility assessment took into consideration existing college conditions including buildings, parking lots, technology, and electrical services. The results were used to assist the college in determining where to focus and invest in terms of facilities and infrastructure.

Budget Planning:

When the state appropriation process is finalized, the preparation of the LIT budget begins. The Executive Vice President for Finance and Operations and Director of Finance are responsible for the preparation of the budget. The Executive Vice President, Director of Finance along with the Vice President of Academic Affairs meet with each budget manager during a two-day budget hearing process for a formal budget presentation of new requests for the next fiscal year. The aforementioned budget requests are compiled into a comprehensive document, and an estimate of available resources is prepared.

Considerations in the budget process include appropriations from the Texas Legislature and anticipated revenue from tuition, fees, and auxiliary enterprises. Expense budgets are established not to exceed the anticipated revenues. The Executive Committee that functions as LIT's budget committee considers all requests during the hearing process. See the attached budget hearing schedule[32] from the hearing conducted in 2023 for the FY 2024 budget. The budget draft is presented to the LIT President and subsequently to the TSUS Board of Regents for approval prior to the beginning of the fiscal year. Annually, the TSUS Board of Regents receives a Budget Summary when the budget for the upcoming year is submitted for approval. The summaries are included in the published budget already provided but with the emphasis on the tables and variance explanations. These summaries demonstrate that LIT is financially stable and provides good stewardship of all funds.

The budget is prepared with inputs from each departmental director who has budget responsibility, the Director of Finance, and the Executive Committee and is consistent with the LIT Mission[2], Master Plan[12], Strategic Plan[4], and TSUS Board of Regents guidelines[33]. The LIT Budget Procedures and Guidelines[34] hold preparers and users to high financial responsibility to ensure financial stability and good stewardship of public funds.

Annual Unit Planning:

LIT's Strategic Plan provides long-term direction for institutional planning and evaluation. Based on this guidance, each unit creates an Annual Unit Plan (AUP) at the start of each academic year. Table 7.1-3 "Units at Lamar Institute of Technology" lists all units at the college with links to most recent Annual Unit Plan (AUP) for some of the Academic and Administrative units:

TABLE 7.1-3 Units at Lamar Institute of Technology	
Administrative Units	Student Services Units
President's Office	VP of Instruction & Provost
VP of Finance & Operations	AVP of Student Services
Facilities[35]	Academic Advising & Retention[36]
Finance & Accounting[37]	Admissions & Records (Registrar)[38]
Campus Safety[39]	Career Services[40]
Human Resources[41]	Dean of Instruction (AHSC TECH)[42]
Technology Services (IT)[43]	Dean of Instruction (BSTC GEDS PBSS) [44]
Development & Foundation[45]	Dual Credit[46]
Institutional Effectiveness & Assessment [47]	Financial Aid[48]
Marketing and Public Communications[49]	Library
Strategic Initiatives[50]	Online Learning[51]
	Testing Center[52]
	Title IX
	Workforce Training & Continuing Ed[53]
Academic Units/Programs	
Allied Health & Sciences Department[54]	General Educ & Developmental Studies Dept [55]
AS in Biological Science[56]	AA in General Studies[57]
AS in Health Sciences[58]	AA in Teaching[59]
Child Care and Development[60]	
Dental Hygiene[61]	Public Service & Safety Department[62]
Diagnostic Medical & Cardiac Sonography [63]	Criminal Justice[64]
Health Information Technology[65]	Emergency Mgmt/Homeland Security[66]
Occupational Safety & Health[67]	Emergency Medical Services[68]
Pharmacy Technology[69]	Fire Protection Technology[70]
Radiologic Technology[71]	Law Enforcement Police Academy[72]
Respiratory Care[73]	
	Technology Department[74]
Business Technologies Department[75]	Advanced Engine Technology[76]
AA in Business[77]	AS in Engineering[78]
Accounting Technology[79]	Automotive Collision[80]
Computer Information Systems[81]	Computer Drafting Technology[82]
Cosmetology[83]	Electrical Technology[84]
Culinary Arts[85]	Heating, Ventilation & Air Conditioning Tech [86]
Cyber Security & Networking Technology [87]	Industrial Mechanics Technology[88]

Data Analytics[89]	Instrumentation Technology[90]
Graphic Design[91]	Mechatronics[92]
Logistics & Supply Chain Management	Plumbing Technology[93]
Management & Entrepreneurship[94]	Process Operating Technology[95]
Real Estate[96]	Utility Line Technology[97]
	Welding Technology[98]

Prior to the academic year 2022-2023, the annual unit plan[99] used a step wise approach in listing unit goals ,objectives, assessments,results, and actions. Units had to refer to institutional mission and goals[100] an indicated how their respective goals aligned with that of the institution. In 2022-2023 LIT transitioned to new leadership and to an updated Annual Unit Plan (AUP) template[101] that provided units with more flexibility in planning and evaluation. Units can now generate goals more clearly in line with their function (academic, student support, administrative) and assess these goals using criteria or tools suited to that function. In their AUPs, units link their goals to one or more of the Strategic Plan's three institutional goals[3]. Linking unit goals to the Strategic Plan enables units to align their activities with LIT's institutional goals and mission. Through this process, LIT transforms broad, strategic initiatives into specific goals that each unit uses to direct its activities for the year. Each unit further breaks down its goals into measurable objectives, expected outcomes, and assessment criteria, following up mid-year and at the end of the academic year with assessment results and action plans that form the basis for the following year's planning. Also included in each AUP is space to indicate the budget impact of unit goals. Units can use these estimates to guide internal budget decisions throughout the year and prepare for formal budget planning and requests in the spring.

To complete the annual cycle of unit planning and evaluation, at the end of each academic year, units send their completed AUPs to their respective Chair or Director, who reviews these plans to evaluate the department or office's effectiveness. In turn, Chairs and Directors forward their findings to the appropriate Deans and Executive Directors, who rely on the Chairs' or Directors' reports to evaluate their own area's performance. Ultimately, all AUPs are sent to LIT's Office of Institutional Effectiveness and Assessment (IEA), which compiles the plans into an Annual Unit Assessment Report[102]. This report is submitted to the President and Executive Team, who review the report to determine whether the institution is fulfilling its mission and strategic goals and, if necessary, implement changes that bring LIT more in line with its mission and goals. Integrating unit and strategic planning and evaluation in this way allows faculty, staff, and administration at all levels to work together to better the college.

Academic Program Planning:

Academic program planning, led by the Academic Quality Committee[19] comprising program faculty, makes use of a program review process to verify that academic programs of the College are effective in achieving student learning outcomes, maintaining integrity, serving community needs, and using College resources efficiently. Planning may involve adding or deleting courses, revising existing courses, changing course sequencing, modifying admission or graduation requirements, and other changes. Academic program reviews & annual unit planning support program planning by enabling faculty to review program data & set/assess goals, objectives & outcomes, thus helping faculty identify areas where longer-term changes are needed. Significant program changes must be approved by LIT's Curriculum Committee[17] before they become active.

Academic Program Review (APR) is a component of determining program priorities, viability, community needs, and planning for the future. LIT programs are reviewed according to a proposed cycle to ensure that all programs are reviewed regularly. Academic Program review at LIT is conducted on two levels[103]. The first level is the annual generation of descriptive data about each program and its students that address five major components[104] of the program profile targeting enrollment management, quality, viability, student success, and demand indicators. Upon completion of Level I program reviews the program is graphed based on their levels of performance and demand. Level II program reviews provide further evaluation of designated programs by the College depending on quadrant[105] in which the program lies.

Core Curriculum Planning:

The Texas Core Curriculum (TCC), ensures that students will develop the essential general education knowledge and skills needed to be successful in college, in a career, in their communities, and in life. Through a 42-semester credit hour course of study the TCC indicates[106] students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. The objectives[107] of the curriculum assesses students attainment of general education competencies over learning outcomes focused on communication, critical thinking, empirical and quantitative reasoning, personal responsibility, social responsibility, and teamwork. To ensure students master the objectives in the curriculum, students have the option of choosing courses related to the component areas[108] in *Communication (6 SCH)*, *Mathematics (3 SCH)*, *Life and Physical Sciences (6 SCH)*, *Language, Philosophy and Culture (3 SCH)*, *Creative Arts (3 SCH)*, *American History (6 SCH)*, *Government/Political Science (6 SCH)*, *Social and Behavioral Sciences (3 SCH)*, and *Component Area Option (6 SCH)*.

After all instructors of a core course scheduled for assessment have loaded the student artifacts, assessment of the artifacts can begin. Core curriculum instructors score each artifact using rubrics[109] developed by LIT faculty to address general education learning outcomes required by the state as outlined in the Texas Higher Education Core Objective Guide[110]. Using these rubrics, faculty determine students' attainment level of each Core Objective represented in that course. LIT's target for the direct assessment of each Core Objective is that 2.8 (70%) of the randomly sampled students will meet or exceed expectations for that objective. When the core courses are viewed as a unit, each Component Area and Core Objective is evaluated multiple times per assessment period.

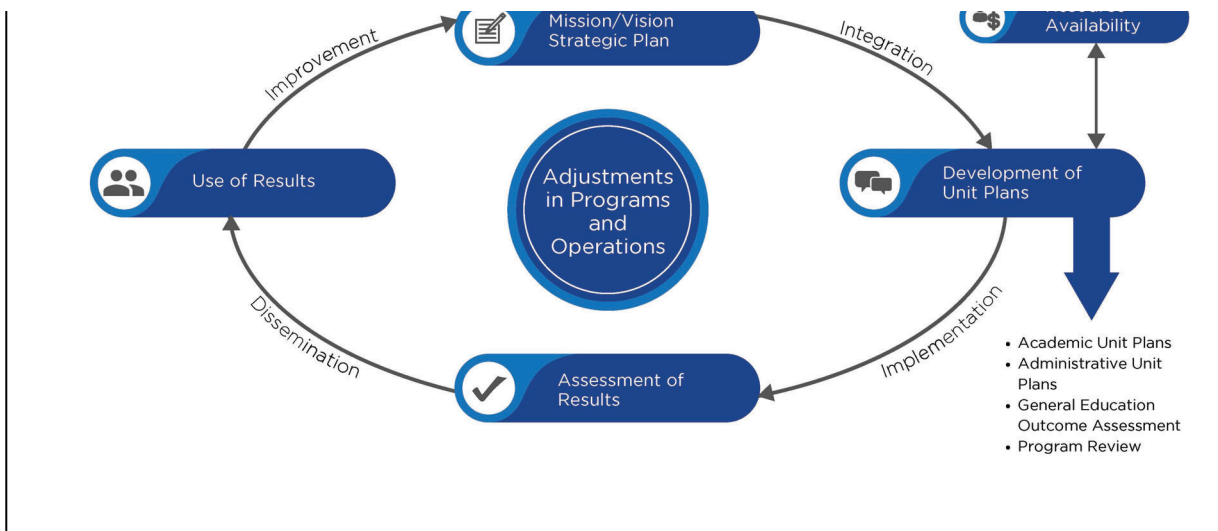
Following the scoring of artifacts, the college's Office of Institutional Effectiveness and Assessment (IEA) compiles the results into a Core Curriculum Assessment Report for that semester. Next, the Core Curriculum Committee meets to evaluate and discuss the results. A member of the IEA Office meets with the Committee to review the data and explain the scores. The Committee reviews results to determine (1) if specific core courses may be in need of revision, and (2) if trends can be identified over several assessment periods that indicate changes are needed to the core curriculum to enhance the quality and effectiveness of the curriculum. A specific example of an improvement to a common assignment based on assessment results is the American History Component. In Fall 2022, American History had a total Component average of 3.06 for the randomly selected students in all core history sections. This included the core objective scores of 3.24 for Communication, 3.23 for Critical Thinking, 2.99 for Personal Responsibility, and 2.76 for Social Responsibility. While as a Component students exceeded the 2.8 benchmark, faculty noted Social Responsibility was slightly below. The core faculty met in Spring to discuss ways to improve and decided to change the common assignment. The meeting[111] resulted in changing a common assignment in Fall 2022 which was a designated book assignment that asked students to analyze the author's argument (Old History Common Assignment [112]). The faculty, with adjunct input, decided the historical context of the chosen book was no longer practical of today's student population. The common assignment was changed to a movie assignment that asked students to watch a film from an approved list and analyze its historical content (New History Common Assignment[113]).

Integrated Planning & Evaluation:

LIT's institutional effectiveness process is integrated, linking each component of the process in an ongoing cycle of planning and evaluation as depicted in Figure 7.1-1 "LIT Planning and Institutional Effectiveness Model".

PLANNING AND INSTITUTIONAL EFFECTIVENESS MODEL

Resource



**Figure 7.1-1
LIT Planning and Institutional Effectiveness Model**

At the core of LIT’s institutional effectiveness process is the college mission, which drives all planning and evaluation at the college. LIT establishes mission-focused goals and outcomes for the institution and its units; evaluates whether the college and its units are achieving these goals and outcomes; and uses the results to implement changes that improve the quality of instruction and services. In turn, these changes are themselves evaluated for their effectiveness. What results is an integrated model in which each step supports and informs the next.

Research-Based Planning & Evaluation:

At LIT, planning and evaluation are continuous processes mediated by data gathered from internal and external sources. Institutional/strategic, academic, and administrative decisions at LIT are grounded in research, with data being the input and output of LIT’s planning and evaluation activities (see Figure 7.1-2 “Cycle of Planning, Data & Evaluation at LIT”).

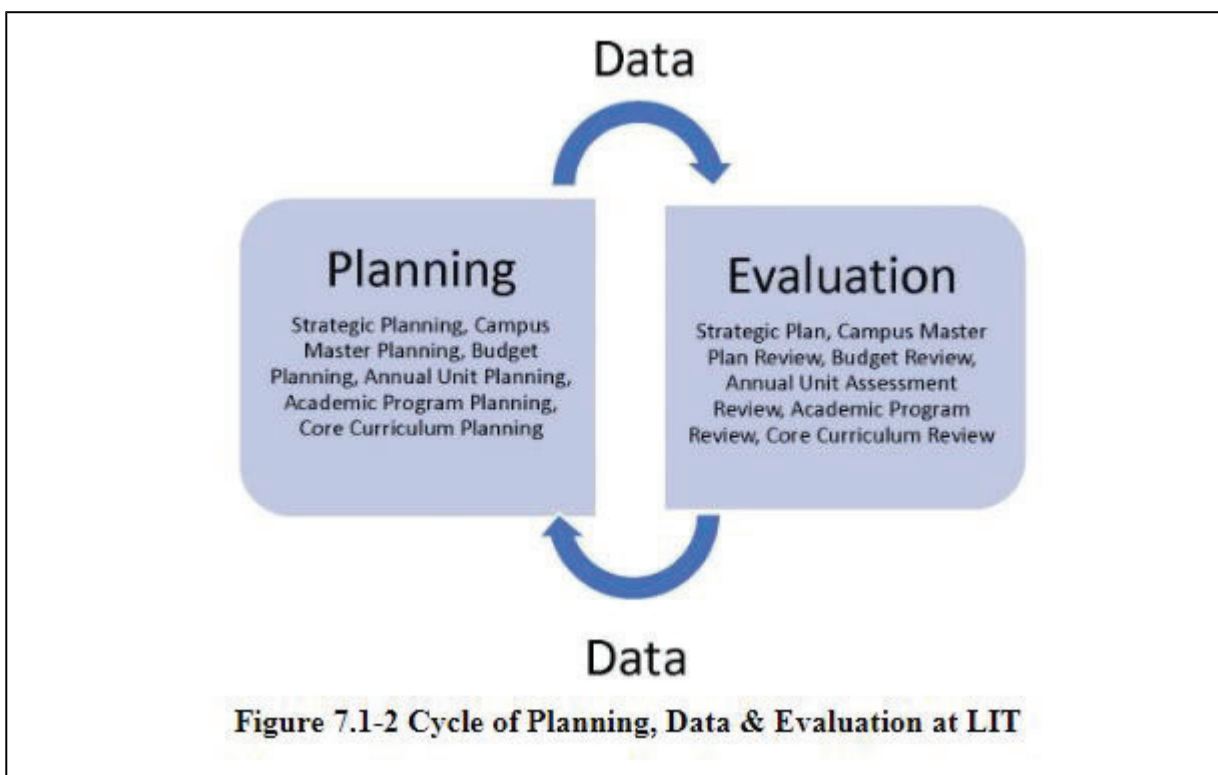


Figure 7.1-2 Cycle of Planning, Data & Evaluation at LIT

The college uses multiple tools (e.g., surveys, core curriculum, and program reviews) to generate data about LIT's academic, student support, and administrative activities. This data is supplemented by additional data that LIT collects from its databases on enrollment[114], graduation[115], grade distribution for face-to-face[116] as well as on-line[117] course offering. In addition to this data being used internally, LIT, as a member of The Texas State University System (TSUS), is subject to TSUS Vision 2025[118], which requires the institution to establish Key Performance Indicators (KPI's) around four institutional domains: Access/Enrollment, Student Success, Excellence, and Affordability using stretch goals which are then measured annually[119] to assess performance and create action plans around areas that indicate a need for improvement. LIT must also submit Integrated Postsecondary Education Data System (IPEDS) data related to enrollment[7], completions [120] (disaggregated by level, gender, and race), financial aid[121], institutional finances[16], and personnel[9].

Finally, LIT's students contribute in important ways to the college's comprehensive planning and evaluation efforts. Students evaluate their courses[8] each semester. Students reflected on their college experience through a student engagement[122] and graduate satisfaction survey[123] to assess the quality and effectiveness of LIT's curriculum and support services. With course objectives tied to LIT's mission and state requirements, courses evaluate student performance through exams and other assignments, with the IEA Office collecting and reporting data related to student performance [124], retention[125], and success[126]. Additionally, students and graduates in select professional fields are evaluated through external licensure and certification exams[127]. These varied sources of data about and from students are used for internal decision-making to improve curriculum and services.

Systematic Planning & Evaluation:

LIT strives to create a culture of institutional quality and effectiveness. Central to this culture is systematic review of institutional goals and outcomes consistent with the college's mission. As Table 7.1-1 "LIT Planning & Evaluation Activities" and LIT's Institutional Planning Calendar demonstrate, the college participates in multiple and varied planning and evaluation activities. However, all are tied to the college's mission and strategic goals, which are themselves carefully generated and reviewed regularly. Members of the LIT community understand that achieving LIT's mission and goals requires long-term commitment but also know that progress toward the mission and goals can be made if planning and evaluation are ongoing and incremental. Planning provides a path forward for each college unit and the institution as a whole, while evaluation provides the data and information that in turn inform future planning. In this way, LIT administration, faculty, and staff can focus on making progress toward LIT's mission and goals but also adjust their practices over time to better meet the mission and goals.

Institutional Quality and Effectiveness:

LIT's planning and evaluation activities are the means through which the college pursues institutional quality and effectiveness. To help the college determine whether it is achieving this goal and discussing with the instructional council[128] and the executive team, LIT has established 10 Indicators of Effectiveness[129] that, from its perspective, sum up the most important elements that signal whether the school is, as its mission states, providing "innovative teaching and learning for tomorrow's workforce." In addition other success indicators in the Texas Higher Education Coordinating Board Accountability report[6], College Navigator[130], Perkins[131], and the Legislative Budget Board (LBB) efficiency[132], explanatory[133], and output[132] reports show how LIT uses available resources to demonstrate quality and effectiveness.

Conclusion:

LIT offers a broad range of programs that prepare the college's primarily local student body for careers in health sciences, business, technology, and public safety or for transfer to four-year schools. The planning and evaluation activities that the college has established to prepare and review these programs are ongoing, comprehensive, integrated, research-based, and systematic. What unites LIT's

programs and its planning and evaluation practices is a common mission of service to students and the community. Fulfilling this mission is the college's focus and its most important indication of whether its programs and the people who teach in and support these programs have been effective.

- 7.2 The institution has a Quality Enhancement Plan that (a.) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b.) has broad-based support of institutional constituencies; (c.) focuses on improving specific student learning outcomes and/or student success; (d.) commits resources to initiate, implement and complete the QEP; and (e.) includes a plan to assess achievement. (*Quality Enhancement Plan*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) has a Quality Enhancement Plan that has a topic identified through its ongoing, comprehensive planning and evaluation processes; has broad-based support of institutional constituencies; focuses on improving specific student learning outcomes and/or student success; commits resources to initiate, implement and complete the QEP; and includes a plan to assess achievement. The QEP will be submitted as a separate QEP document (PDF) apart from the Compliance Certification according to the SACSCOC timeline for submission.

- 7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (*Administrative effectiveness*)

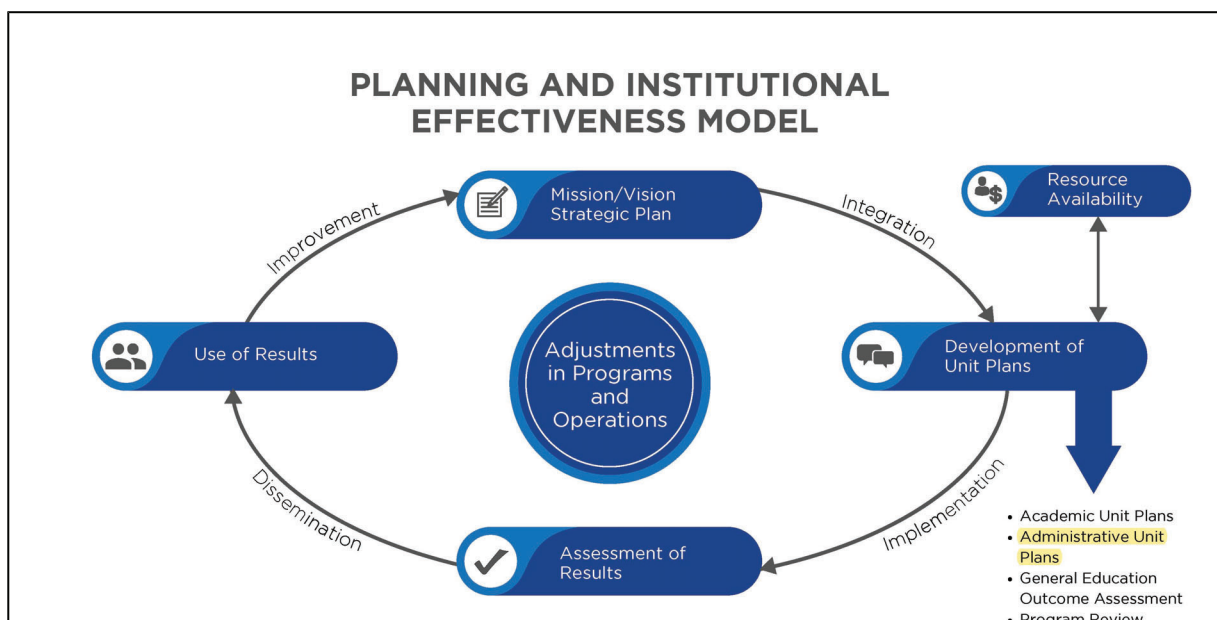
Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) identifies expected outcomes for units providing administrative support services and demonstrates the extent to which these outcomes are achieved.

Identifying Expected Outcomes:

LIT's expectation of its administrative support services is reflected in the college's mission[1] and Strategic Plan[2]. Specifically, administrative support services direct their efforts to achieving Strategic Goal 1: "Increase Student Access, Success, and Reduce Debt" and Strategic Goal 3: "Promote Institutional Excellence." To provide evidence of meeting these goals, administrative support units identify and evaluate expected outcomes as a component of the annual cycle of planning and evaluation, as shown in Figure 7.3-1 "LIT Planning and Institutional Effectiveness Model":



**Figure 7.3-1
LIT Planning and Institutional Effectiveness Model**

Each academic year, all support units use the college's Annual Unit Plan (AUP) template to identify expected outcomes related to their primary function (administrative support, student support). In 2022-2023, LIT transitioned to new leadership and to a new AUP template[3] that provides units with more flexibility in planning and evaluation. Units can now generate goals more clearly in line with their function (e.g., student support, administrative support) and assess these goals using criteria or tools suited to that function.

As the new AUP template demonstrates, an LIT administrative or student support unit identifies one or more goals for that year and indicates which institutional or strategic goal(s) their unit goals support. Linking unit goals to LIT's strategic goals enables units to align their activities with the college's institutional goals and mission. Through this process, LIT turns broad, strategic initiatives into actionable goals that direct activities within administrative and student support units.

Units further break down their goals into objectives and expected outcomes and list the assessment criteria or tools they will use to measure the extent to which they have achieved these outcomes. AUPs also state the budget or "resource" impact of their unit goals. Units use these estimates to guide internal budget decisions throughout the year and prepare for formal budget planning and hearings in the spring. All administrative and student support units implement their plans and assess and evaluate whether they have achieved their outcomes throughout the year. At the end of the year, units enter these results into their AUPs. Units use the results to improve services and create action plans that establish the foundation for the following year's unit planning. Once again, goals and objectives are set, with expected outcomes and assessment criteria listed for the new year.

LIT's executive team oversees the operations of all administrative support or student support units at LIT. Table 7.3-1 lists LIT's administrative and student support units, with links to the AUPs created by these units during the most recent academic year. Expected outcomes are listed in each AUP.

Table 7.3-1 Administrative & Student Support Units at LIT			
Executive Council Component	Unit	Support Function Administrative (A) Student (S)	Unit Plan
President	Strategic Initiatives and Accreditation	A	Unit Plan[4]
	Institutional Effectiveness and Assessment	A	Unit Plan[5]
	Development & Foundation	A/S	Unit Plan[6]
	Marketing & Communications	A/S	Unit Plan[7]
Exec. VP of Finance & Operations	Campus Security	A/S	Unit Plan[8]
	Facilities	A/S	Unit Plan[9]
	Finance & Accounting	A	Unit Plan[10]
	Human Resources	A	Unit Plan[11]
	Technology Services	A/S	Unit Plan[12]

Provost & VP of Instruction	Dean of Instruction (AHSC TECH)	S	Unit Plan[13]
	Dean of Instruction (BSTC GEDS PBSS)	S	Unit Plan[14]
	Workforce Training	S	Unit Plan[15]
	Dual Credit	S	Unit Plan[16]
	Online Learning	S	Unit Plan[17]
	Library Services		Unit Plan
Associate VP of Student Services	Financial Aid	S	Unit Plan[18]
	Advising & Retention	S	Unit Plan[19]
	Career Services	S	Unit Plan[20]
	Registrar	S	Unit Plan[21]
	Testing	S	Unit Plan[22]
	Title IX	S	Unit Plan

In identifying expected outcomes, administrative and student support units focus on their function within the college. Thus, expected outcomes for LIT's administrative and student support units emphasize increasing operational efficiency (e.g., energy goals, classroom usage, reimbursement workflows) and providing better student services (e.g., response time to advising inquiries, student satisfaction rates, accommodating special populations). Meeting expected outcomes in these areas increases effectiveness and quality in units as well as the institution as a whole.

Demonstrating the Extent to Which Expected Outcomes Are Achieved:

In their AUPs, administrative and student support units list the assessment criteria or tools that they will use to measure their progress toward achieving their expected outcomes. To measure outcomes, units use a variety of direct and indirect measures.

LIT's administrative and student support units choose their direct and indirect measures in several ways. Similar to academic programs, which can measure student success against standards and benchmarks set by accrediting agencies, the state, and the federal government, administrative and student support units can compare their success against norms set by peer institutions or established by professional organizations in their administrative or student-service area. Another option is for units to establish internal norms against which to measure their success. Units choose the measures best suited to the outcomes they wish to assess.

For example, in its 2022-2023 AUP, the college's Office of Institutional Effectiveness and Assessment (IEA) set a goal[23] and corresponding objective to "develop a program review process to promote institutional excellence." Through this goal and objective, the IEA Office sought to fill a need at the college and assist the college in meeting Strategic Goal 3, "Promote Institutional Excellence." Prior to the 2022-2023 planning cycle, program reviews took place, but the college did not have a process to promote or explain program reviews to faculty; a task that falls under IEA's responsibilities. Having a more formal program review process would benefit academic programs, the IEA Office, and the institution as a whole. An academic program could better document and, thus, act on its findings. The IEA Office would have more formal results from program reviews, which would strengthen assessment and accreditation reporting. Finally, through more robust IEA practices and program reviews, the college would move closer to achieving its strategic goal of institutional excellence.

Given these benefits, the IEA Office set expected outcomes for its goal of strengthening program reviews. Upon achieving its goal, the IEA Office would have, first, a successfully implemented review process and, second, documented training on the new process. To demonstrate achievement of these outcomes, assessment criteria were established, including a completed program review handbook[24],

program review schedule[25], documented training sessions[26], and suggestions for improving the review process.

By the end of the academic year, the IEA Office could report that it had completed a program review handbook and schedule, thus achieving the first outcome. The second outcome was partially achieved in that training took place and suggestions for improvements were integrated into the program review process. This training, however, was informal and limited to faculty whose programs were reviewed that year, while suggestions for improvement were solicited from these faculty and their Chairs but not from faculty whose programs were not yet under review. Also, the need for more faculty involvement in the process it was recommended that program reviews should be incorporated in Academic Program Planning led by the Academic Quality Committee[27]. Since annual unit planning is ongoing, the IEA Office repeated the second outcome in the following year's AUP, with assessment criteria that specified general faculty training and surveys offering all faculty an opportunity to suggest improvements.

Using Results of Outcomes Assessment to Improve Administrative Effectiveness:

Continuous improvement of LIT's administrative and student support services is an integral part of the college's institutional effectiveness process as exemplified in the Online Learning[28] and Dual Credit[29] 2022-23 unit plans. LIT identifies and assesses outcomes at every level of administrative and student support services and uses the results to improve administrative efficiency and student support. Each administrative and student support unit contributes to the institution's mission and strategic goals, thus, merging and collectively representing and supporting the college's commitment to student success via a process of continuous quality improvement. Planning and evaluation documents such as the Annual Unit Plan, Annual Unit Assessment Report, Strategic Plan, and Strategic Plan Review show how LIT has used results to "close the loop" and make changes or improvements in its administrative units, student support services, and the institution as a whole. These examples clearly demonstrate that LIT is committed to making continuous quality improvement, whether to an administrative office, a student support unit, or the larger institution.

Section 8 Student Achievement

8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.(Student achievement) [CR; Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple, evidence-based measures to track, evaluate, and document student success to support its planning and institutional effectiveness process.

As a two-year, public institution of higher education (IHE) in the state of Texas, LIT is subject to the Texas Higher Education Coordinating Board's Building a Talent Strong Texas Strategic Plan[1]. Institutional and student success goals are defined in LIT's Strategic Plan.

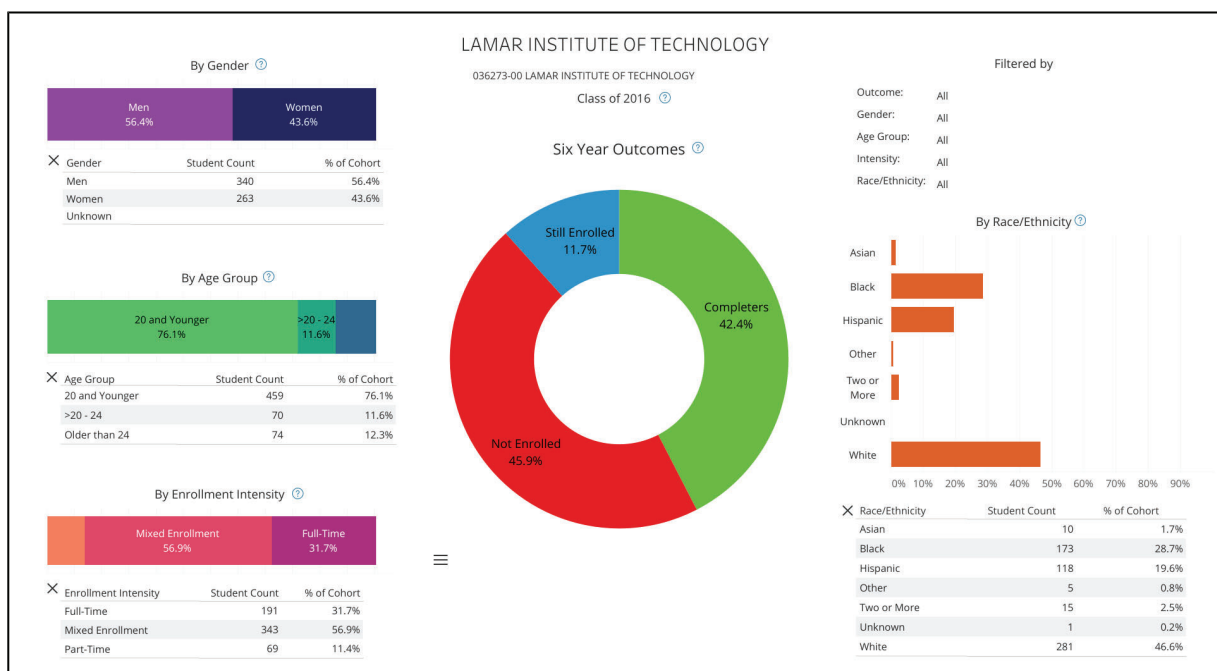
In addition, as a member of The Texas State University System (TSUS), LIT is subject to TSUS Vision 2025[2], which required the institution to establish Key Performance Indicators (KPI's) around four (4) institutional domains: Access/Enrollment, Student Success, Excellence, and Affordability using stretch goals and then measure institutional performance annually (TSUS annual report card 2022, 2023[3]) to assess performance and create action plans around areas that indicate a need for improvement.

Student Achievement Data

LIT is able to demonstrate the achievement of its institutional mission and goals in regard to student achievement by publishing appropriate multiple student achievement data[4] (totals and disaggregated by race/ethnicity, gender, enrollment intensity, and age group) measures as reported on the 6-year National Student Clearinghouse[5] (NSC) Total Completion Rate.

LIT selected the 6-year NSC Total Completion Rate as its graduation indicator in 2017 (CS 8.1 Selection of Measurement - LIT 2017[6]). LIT selected the NSC indicator as the most comprehensive and effective methodology for ensuring that its diverse student populations were being served and to inform institutional decision-making when allocating resources for student success initiatives. Such data is used to inform institutional initiatives to provide services to at-risk student groups, such as LIT's past QEP, STEP[7], which ran from Fall 2015 through Spring 2020.

In 2017, the college's 6-year NSC Total Completion Rate (baseline) was 28.8%. When comparing the most recent NSC Total Completion Rate of 42.4% to the 2017 baseline of 28.8%, it is evident that LIT's efforts have increased the college's total student completion rates by 13.6 percentage points which is a 47.2% increase from 2017.



**Figure 8.1-1
National Clearinghouse Student Achievement - 2016**

The NSC indicator further supports LIT's student achievement efforts in that this indicator disaggregates data by gender, age group, enrollment intensity, and race/ethnicity (NSC data pdf[5]). This data is used to inform institutional initiatives to provide services to student groups that may be at-risk or underserved.

The most recent, disaggregated NSC completion data[5] reveal the following:

- Of the 603 students in the cohort who completed their studies, 56.4% (340) were men while 43.6% (263) were women.
- Within the cohort, 76.1% (459) were 20 years old and younger, 11.6% (70) were >20-24, and 12.3% (74) were older than 24 years.
- Enrollment intensity data reveal that 31.7% (191) were full-time, 11.4% (69) were part-time, and 56.9% (343) were mixed enrollment.
- With respect to race/ethnicity, of the cohort of 603 completers, 1.7% (10) were Asian, 28.7% (173) were Black, 19.6% (118) were Hispanic, and 46.6% (281) were White; of the remaining

students, 0.8% (5) were listed as Other, 2.5% (15) were listed as Two or More, and 0.2% (1) as Unknown.

These data sectors identify several areas where LIT could work to improve student achievement for specific groups. The preponderance of male graduates likely reflects LIT's history as a technical institute serving a heavily industrialized community. As LIT strengthens recruitment of non-traditional students into industrial fields, and as LIT evolves to offer programs beyond those focused on industry, graduation rates for men and women are expected to balance out. LIT's young student population reflects the school's historical emphasis on preparing recent high school graduates for entry into business and industry, while the college's predominant enrollment intensity (56.9% mixed full-time/part-time enrollment) demonstrates that the college supports flexible paths toward graduation.

When disaggregated by race/ethnicity, LIT's graduation data reveal areas in which the college can improve student achievement among traditionally underserved populations. For example, LIT's overall completion rate of 42.4% stands in contrast to its disaggregated rates for Black (28.7%) and Hispanic students (19.6%). The disaggregated data is used to inform institutional initiatives to increase graduation rates among these student populations, such as LIT's past QEP, STEP[7], which ran from Fall 2015 through Spring 2020.

Course Completion

The Texas Higher Education Coordinating Board monitors the number of graduates and the placement of graduates in all community and technical colleges in Texas. Graduates of programs approved by the Higher Education Coordinating Board must report graduation rates on the CBM009[8] each fall semester following the close of the fiscal year. Each institution must have 1) a minimum of 25 graduates per program over a five-year period[9], 2) a minimum of 85 percent of the graduates placed in jobs or in additional education[10], and 3) provide graduate guarantee[11].

Examination of the Perkins Data Resources for 2022-2023 Completer and Placement[12] indicates that LIT has met the standards for the number of graduates in each of its programs, except for three new program areas: Computer Systems Analysis, Cosmetology and Related Personal Grooming Services and Plumbing and Related Water Supply Services because five years have not elapsed since the program inception.

In the subsequent placement of those graduates, LIT has above 85% Program Completer Placement Rates over a 3-year average[13] in all program areas except: Human Development, Family Studies and Related Services (70.83%), Public Administration (80.00%), Dental Support Services and Allied Professions (78.48%), and Respiratory Care Therapy/Therapist (81.82%) as required by the Texas Higher Education Coordinating Board. These programs have an improvement plan in place to address the fact that they do not currently meet THECB standards for placement of their program graduates.

Completion rates are further examined by the LIT Office of Institutional Effectiveness and Assessment which generates several reports that include information useful in program development and administration. The reports include the LIT Headcount Analysis and the LIT Grade Distribution. The reports identify the headcount in each instructional program and the rate of change compared to the previous year and also the in-semester completion of students by course, program, department, and the entire college. The reports are intended to be used within each program for planning, recruitment, and assessment.

LIT Indicators of Effectiveness

Table 8.1-1 LIT Indicators of Effectiveness								
Indicator	Description	Period	Outcome			Goal	Met Goal	
Retention #1	The proportion of students who enrolled at the beginning of one academic term and who were still enrolled at LIT for at least one credit at the beginning of a subsequent academic term and had not yet completed a degree or certificate Data Source: THECB Accountability Report – 2022	Fall to Fall				Within 5% of state rates		
				LIT	State		2022	NO
			2022	52.1%	59.8%		2021	NO
			2021	50.0%	57.9%		2020	YES
			2020	57.5%	56.1%			
Graduation Rate #2	The proportion of first-time, full-time students who enrolled in and subsequently completed a degree or certificate program in six years. Data Source: THECB Accountability Report – 2022	Annual				Within 5% of state rates		
				LIT	State		2022	YES
			2022	47.7%	44.4%		2021	YES
			2021	42.5%	43.9%		2020	NO
			2020	35.6%	42.2%			
Licensure Rates #3	The proportion of students completing a career or technical program who seek licensure or certification for the first time within a given year, and actually obtain licensure or certification. Data Source: THECB	Annual	LIT: 94% State: 88% <ul style="list-style-type: none"> Computer and Information Sciences <ul style="list-style-type: none"> LIT: n/a; State: 48% Computer Systems Analysis <ul style="list-style-type: none"> LIT: 100%; State: 100% Computer Technology <ul style="list-style-type: none"> LIT: 100%; State: 100% Criminal Justice <ul style="list-style-type: none"> LIT: 98%; State: 94% Dental Hygiene <ul style="list-style-type: none"> LIT: 90%; State: 95% Diagnostic Medical Sonography <ul style="list-style-type: none"> LIT: 100%; State: 97% Emergency Medical Services 			Within 5% of state rates	Yes	

	Licensure report		<ul style="list-style-type: none"> ◦ LIT: 89%; State: 77% • Fire Science <ul style="list-style-type: none"> ◦ LIT: 86%; State: 85% • Health Information Technology <ul style="list-style-type: none"> ◦ LIT: 100%; State: 71% • Heating, Ventilation, Air Conditioning <ul style="list-style-type: none"> ◦ LIT: 91%; State: 84% • Industrial Mechanics <ul style="list-style-type: none"> ◦ LIT: n/a; State: 75% • Lineworker <ul style="list-style-type: none"> ◦ LIT: 100%; State: 100% • Pharmacy Technician <ul style="list-style-type: none"> ◦ LIT: 100%; State: 78% • Radiology <ul style="list-style-type: none"> ◦ LIT: 92%; State: 95% • Real Estate <ul style="list-style-type: none"> ◦ LIT: n/a; State: 97% • Respiratory Care <ul style="list-style-type: none"> ◦ LIT: 100%; State: 83% • Welding <ul style="list-style-type: none"> ◦ LIT: 100%; State: 90% 																							
Transfer Rates #4	The proportion of Associate and Technical graduates continuing their education. Data Source: THECB ASALFS	Annual	LIT: 26.24 State: 47.09	Within 5% of state rates	No																					
Placement Rates #5	The proportion of graduates found to be employed within the following year of the graduating year. Data Source: THECB ASALFS	Annual	LIT: 74.19 State: 68.58	Within 5% of state rates	Yes																					
Success in Online/Distance Learning #6	The proportion of students who earned a grade of "D" or better in an online/distance learning course Data Source: Internal Grade reports	Fall	<table border="1"> <thead> <tr> <th></th> <th>On-line</th> <th>Face-to-Face</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>71%</td> <td>81%</td> </tr> <tr> <td>2021</td> <td>70%</td> <td>84%</td> </tr> <tr> <td>2022</td> <td>69%</td> <td>84%</td> </tr> </tbody> </table>		On-line	Face-to-Face	2020	71%	81%	2021	70%	84%	2022	69%	84%	Success rate to be within 5% of face-to-Face	No									
	On-line	Face-to-Face																								
2020	71%	81%																								
2021	70%	84%																								
2022	69%	84%																								
Developmental Success #7	Underprepared students who satisfy TSI requirements in 2 years	Fall	<table border="1"> <thead> <tr> <th></th> <th colspan="2">2017</th> <th colspan="2">2018</th> <th colspan="2">2019</th> </tr> <tr> <th>* LIT</th> <th>State</th> <th>LIT</th> <th>State</th> <th>LIT</th> <th>State</th> <th></th> </tr> </thead> <tbody> <tr> <td>M</td> <td>34%</td> <td>47%</td> <td>33%</td> <td>36%</td> <td>42%</td> <td>43%</td> </tr> </tbody> </table>		2017		2018		2019		* LIT	State	LIT	State	LIT	State		M	34%	47%	33%	36%	42%	43%	Within 5% of state rates	No
	2017		2018		2019																					
* LIT	State	LIT	State	LIT	State																					
M	34%	47%	33%	36%	42%	43%																				

			<table border="1"> <tr> <td>R</td> <td>23%</td> <td>62%</td> <td>24%</td> <td>53%</td> <td>22%</td> <td>57%</td> </tr> <tr> <td>W</td> <td>22%</td> <td>59%</td> <td>19%</td> <td>41%</td> <td>28%</td> <td>45%</td> </tr> </table>	R	23%	62%	24%	53%	22%	57%	W	22%	59%	19%	41%	28%	45%																							
R	23%	62%	24%	53%	22%	57%																																		
W	22%	59%	19%	41%	28%	45%																																		
	Data Source: THECB Accountability Report – 2022 *M-Math, R- Reading, W- Writing																																							
Remedial Success #8	The proportion of successful developmental student in subsequent college-level courses Data Source: THECB Accountability Report – 2022 *M-Math, R- Reading, W- Writing	Fall to Spring	<table border="1"> <thead> <tr> <th></th> <th colspan="2">2016</th> <th colspan="2">2017</th> <th colspan="2">2018</th> </tr> <tr> <th>*</th> <th>LIT</th> <th>State</th> <th>LIT</th> <th>State</th> <th>LIT</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>M</td> <td>25%</td> <td>25%</td> <td>19%</td> <td>26%</td> <td>27%</td> <td>31%</td> </tr> <tr> <td>R</td> <td>26%</td> <td>48%</td> <td>20%</td> <td>48%</td> <td>24%</td> <td>51%</td> </tr> <tr> <td>W</td> <td>32%</td> <td>42%</td> <td>14%</td> <td>44%</td> <td>19%</td> <td>42%</td> </tr> </tbody> </table>		2016		2017		2018		*	LIT	State	LIT	State	LIT	State	M	25%	25%	19%	26%	27%	31%	R	26%	48%	20%	48%	24%	51%	W	32%	42%	14%	44%	19%	42%	Within 5% of state rates	No
	2016		2017		2018																																			
*	LIT	State	LIT	State	LIT	State																																		
M	25%	25%	19%	26%	27%	31%																																		
R	26%	48%	20%	48%	24%	51%																																		
W	32%	42%	14%	44%	19%	42%																																		
Student Satisfaction #9	The proportion of students whose college experience meet or exceeded the expectations they held upon initial enrollment.	Fall	CCSSE to be reimplemented in Spring 2024					-																																
Graduate Satisfaction #10	The proportion of graduates whose college experience met or exceeded the expectations they held upon initial enrollment.	Annual	Fall 2023 graduates indicated over an 80% satisfaction with instruction and student services they encountered during their educational experience.		Maintain an 80% or better satisfaction			Partial																																

LIT utilizes multiple measures to ensure compliance by enrollment, retention, course completion, degrees and certificates awarded, graduation rate, licensing exams, and job placement information. The institution ensures the appropriateness of student achievement goals and criteria of all indicators of effectiveness through comparative benchmarking with both national and state data, as shown in Table 8.1-1 "LIT Indicators of Effectiveness", as well as from direction and guidance provided by various accrediting bodies.

Table 8.1-1 "LIT Indicators of Effectiveness" lists the ten (10) indicators of effectiveness that LIT has selected to assist in assessing student achievement. Among the college's multiple measures of student success, these indicators reflect LIT's student-centric educational mission, which seeks to prepare the area's diverse student population for meaningful careers in local business and industry.

The indicators of effectiveness listed in table 8.1-1 "LIT Indicators of Effectiveness" rely on data collected by LIT's Office of Institutional Effectiveness and Assessment (IEA). Data on all ten indicators

is collected annually and is used for internal decision-making and reporting to external agencies to enable comparisons of LIT's student success rates to those of other two-year institutions. Of the ten (10) indicators in Table 8.1-1 "LIT Indicators of Effectiveness", seven (7) utilize data that LIT reports to the Texas Higher Education Coordinating Board (THECB) so that outcomes achieved by LIT students can be compared to state benchmarks and state averages of two-year colleges in Texas. These seven indicators are retention, graduation rate, licensure rates, transfer rates, placement rates, developmental success, and remedial success.

In addition to reporting data to the THECB, the college monitors three indicators of effectiveness using data collected for internal assessment or reported to non-profit organizations. Of the remaining indicators, one (success in online/distance learning) relies on internal grade reports to compare grades earned by students in online or distance courses to grades earned by students in face-to-face courses.

For each indicator utilizing data reported to the THECB, LIT compares its data to state averages for the same indicator. The college sets its student success target to "within 5% of state rates" for these indicators.

Table 8.1-1 "LIT Indicators of Effectiveness" indicates that for the three-year period 2020-2022, LIT's retention rate target was met in 2020 but not in years 2021 and 2022. COVID-19 presented several retention challenges for students during Academic Years (AY) 2021 and 2022. Although, LIT adjusted course delivery to offer more online and hybrid learning opportunities during the pandemic, many students faced immediate life challenges which prevented them from continuing their enrollment. LIT experienced a significant decrease (7%) in the college's retention rate. Although, LIT failed to meet the state's target in 2021, the college did experience a 2% increase in retention from 2021: 50% - 2022: 52%. During AY 21 and 22, LIT initiated the LIT CARES[14] program and distributed HEERF[15] and GEERS[16] funds to assist with the retention of students. The college continued utilizing Starfish-Early Alert Retention System[17] to connect with students, encourage engagement, provide timely feedback regarding course performance, and to conduct progress surveys and student interventions. To date, LIT exhibits strategic planning and intentionality in increasing the college's retention rate. In 2023, the Enrollment Management Team[18] was formed to address student enrollment and retention. The team's planning and actions reiterates the fact that retention is the responsibility of all faculty and staff.

In 2020, LIT's graduation rate of 35.6% was significantly lower than the state's rate of 42.2%. Surprisingly, the college's graduation rate experienced an upward trend in years 2021: 42.5% and 2022: 47.7%. From 2020 to 2022, the college's graduation rate increased by 33.9%.

For the 2021-2022 academic year, LIT students achieved a cumulative average of 94% for licensure, which exceeded the state average of 88% that year.

LIT's transfer rate did not meet the state average of 47%. However, LIT's transfer rate aligns with the technical college's mission which is to prepare students for employment after graduation. Moreover, LIT expects its transfer rate to increase as students graduate from the college's growing academic programs and the college continues to build student transfer resources for those who wish to continue their education.

LIT's employment placement rate of 74% exceeded the state average of 69%, once again in keeping with a technical school that seeks to provide students with the education needed to enter or advance in the workplace. For its developmental and remedial success rates, LIT's three-year rates came in below the THECB's state averages. However, the THECB data available for this measure are taken from 2016-2019, and a more recent measure of success would illustrate whether LIT's efforts to increase success in these areas are working.

In addition to reporting data to the THECB, the college monitors three indicators of effectiveness using data collected for internal assessment or reported to non-profit organizations. Of the remaining indicators, one (success in online/distance learning) relies on internal grade reports to compare grades earned by students in online or distance education courses to grades earned by students in face-to-face courses. While the rate of LIT students earning a passing grade in their online/distance education

courses held steady in 2020, 2021, and 2022, this rate did not meet LIT's self-defined target of "within 5% of face-to-face" students earning a passing grade. In an effort to address online learning student success rates, LIT's Office of Online Learning has implemented additional training for distance education instructors.

In Spring 2024, LIT will administer the Community College Survey of Student Engagement (CCSSE), which will allow the college both to measure student engagement using the robust CCSSE instrument and add questions specific to student satisfaction at LIT.

Finally, graduate satisfaction was measured through a survey that LIT developed and administered to its graduates beginning in Fall 2023. The Fall 2023 graduating class was administered a Graduate Satisfaction Survey asking them to evaluate the programs of instruction and student services they encountered during their educational experience at LIT. Over 80% of the graduates indicated that they were satisfied with their overall experience. This satisfaction was attributed to from the time of registration, the helpfulness and knowledge of the staff, ease of accessibility, and safety while on campus. Instruction the graduate received while pursuing their education also received a satisfaction level of over 80%. This included course content relevant to their program of study as well as their laboratory experiences. Graduate were also satisfied with the instructors being knowledgeable in their disciplines and used appropriate delivery of course content. The graduate interaction with student services related to financial aid, admissions, testing, advising, and counseling also received over 80% satisfaction. Although there was not a lot participation in student activities the graduates said that activities were well coordinated.

Licensure

There are several instructional programs offered at LIT that require external accreditation and/or state licensure. These programs include Radiologic Technology, Dental Hygiene, Respiratory Therapy, Emergency Medical Technician, Paramedic, Law Enforcement, and Fire Protection, and Cosmetology. The accredited programs include the Radiologic Technology Program (Joint Review Commission Education in Radiologic Technology, JCERT), Dental Hygiene Program (Commission on Dental Accreditation), Diagnostic Medical Sonography and Diagnostic Cardiac Sonography (Joint Review Committee on Education in Diagnostic Medical Sonography, JRC-DMS), Health Information Technology Program (Commission on Accreditation for Health Informatics and Information Management Education, CAHIIM), Respiratory Therapy Program (Commission on Accreditation for Respiratory Care, CoARC), and the Emergency Medical Technician/Paramedic Programs (Commission on Accreditation of Allied Health Education Programs, CAAHEP, upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions, CoAEMSP). Several instructional programs offered at Lamar Institute of Technology are recognized by state agencies as well. The Police Academy, Emergency Medical Technician, and the Fire Academy are recognized by Texas Commission on Law Enforcement, Texas Department of Health, and Texas Commission on Fire Protection, respectively. The Cosmetology program is recognized by the Texas Department of Licensing and Registration. All programs on the licensing report have a benchmark of student achievement set by either an accrediting agency or program faculty (as recorded in the Annual Assessment Report and Institutional Strategic Plan). Program faculty continually review the program curriculum and discuss curriculum issues with the advisory committee. Advisory committee input and industry standards are used by program faculty to set an appropriate benchmark for licensing exams.

Credential	Program	Accreditor	State Agency
Certificate	Paramedic	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Texas Department of State Health Services

		Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Emergency Medical Services Professions (CoAEMSP)	
Certificate	Emergency Medical Technical	Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Emergency Medical Services Professions (CoAEMSP)	Texas Department of State Health Services
Certificate	Fire Protection		Texas Commission on Fire Protection
Certificate	Law Enforcement		Texas Commission on Law Enforcement
Certificate	Cosmetology		Texas Department of Licensing and Registration
Associate of Applied Science Degree (AAS)	Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)	
Associate of Applied Science Degree (AAS)	Diagnostic Cardiac Sonography	Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)	
Associate of Applied	Radiographic Technology	Joint Review Committee on Education in	

Science Degree (AAS)		Radiologic Technology (JRCERT)	
Associate of Applied Science Degree (AAS)	Dental Hygiene	Commission of Dental Accreditation (CODA) American Dental Association (ADA)	
Associate of Applied Science Degree (AAS)	Health Information Technology	Commission on Accreditation for Health Informatics and Information Management Education (CoAHIM)	
Associate of Applied Science Degree (AAS)	Respiratory Care	Commission on Accreditation for Respiratory Care (CoARC)	

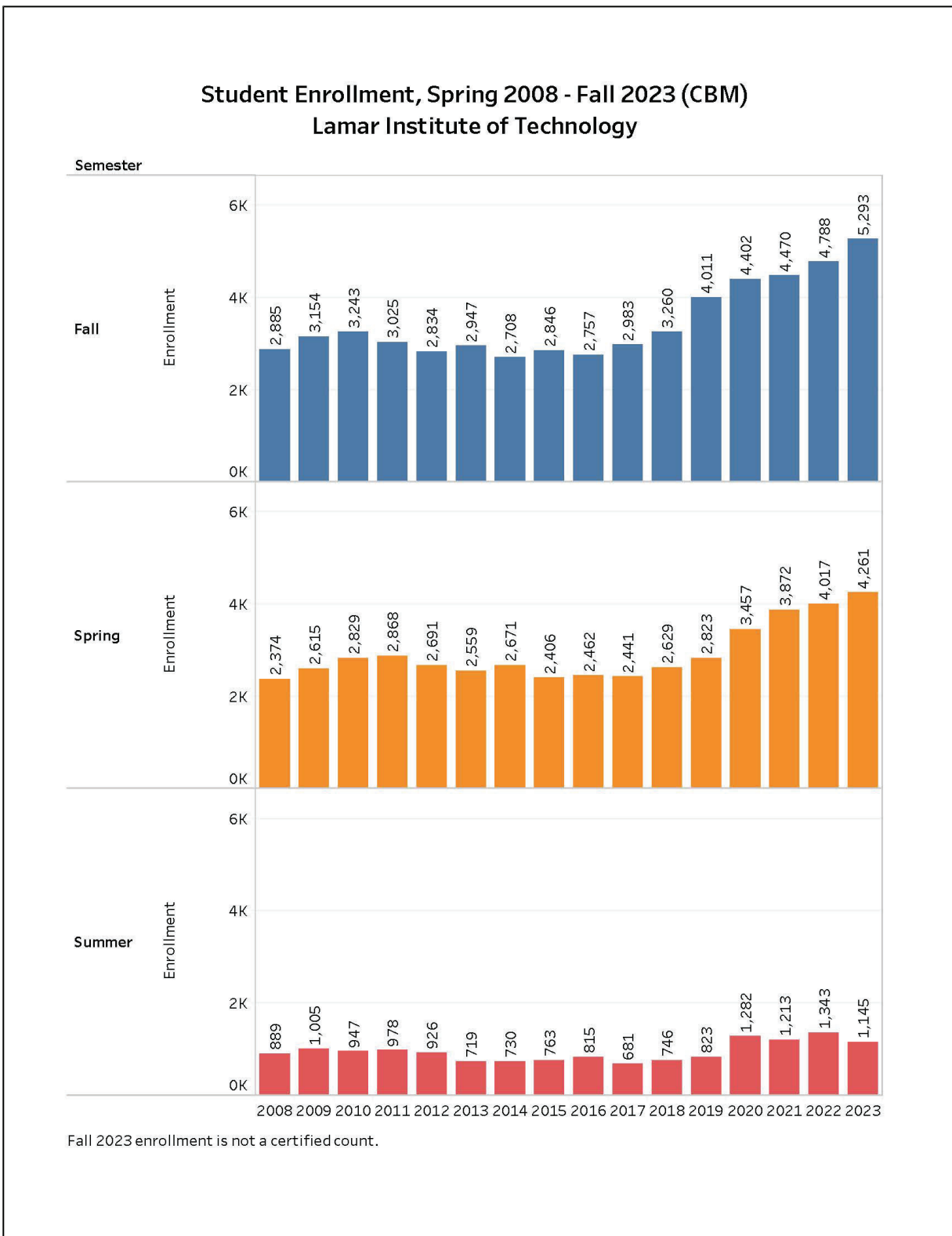
Table 8.1-3 THECB Annual Licensure/Certification Report Report Year: 2021-2022*						
Major	CIP	Collection Method**	Exam Type	Licensure Taken	Licensure Passed	Success Rate
Computer Systems Analysis/Analyst	11050100	S	Certification	5	5	100%
Computer Technology/Computer Systems Technology	15120200	S	Certification	7	7	100%
Criminal Justice/Police Science	43010700	A	Licensure	45	44	98%
Dental Hygiene/Hygienist	51060200	A	Licensure	20	18	90%
Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	51091000	B	Certification	47	47	100%
Emergency Medical Technology/Technician (EMT Paramedic)	51090400	B	Certification	109	97	89%
Fire Science/Firefighting	43020300	A	Certification	51	44	86%
Health Information/Medical Records Technology/Technician	51070700	A	Certification	2	2	100%
Heating, Ventilation, Air Conditioning and Refrigeration Technology/Technician	15050100	A	Certification	11	10	91%
Industrial Mechanics and Maintenance Technology	47030300	-	-	-	-	-
Lineworker	46030300	S	Certification	64	64	100%
Pharmacy Technician/Assistant	51080500	A	Certification	4	4	100%
Radiologic Technology/Science - Radiographer	51091100	A	Certification	26	24	92%
Respiratory Care Therapy/Therapist	51090800	A	Certification	13	13	100%
Welding Technology/Welder	48050800	S	Certification	33	33	100%
Total:				437	412	94%
*Rates based on Program-Level Reporting						
**Method of Data Collection:						
A = Agency Reporting						
S = Student Self Reporting						
B= Both						

The 2021-2022 Statewide Annual Licensure Report published by the Texas Higher Education Coordinating Board reports the results of licensure and certification exams. The 2021-2022 licensure data reports a 94% pass rate.

Several programs now require students to complete an industry certification exam as a course or program requirement. The Computer Information Systems program, for example, requires students to obtain at least one industry certification. The certificates include Expert Rating HTML, Microsoft Office Specialist, CompTIA IT Fundamentals, CompTIA Linu. The Cyber Security and Networking Technology program also requires at least one certification. The certifications include CompTIA IT Fundamentals, CompTIA A, CompTIA Network, CompTIA Security, and Cisco Certified Network Associate.

Student Enrollment

Figure 8.1-2 "2008-2023 Enrollment Trend Data" shows a continued enrollment increase since 2017.



**Figure 8.1-2
2008-2023 Enrollment Trend Data**

Awarded Degree and Certificates

As enrollment continues to increase, LIT has experienced a steady increase in fall and spring awards since Fall 2020, as indicated in Figure 8.1-3 "2016-2022 Awarded Degrees Trend Data".



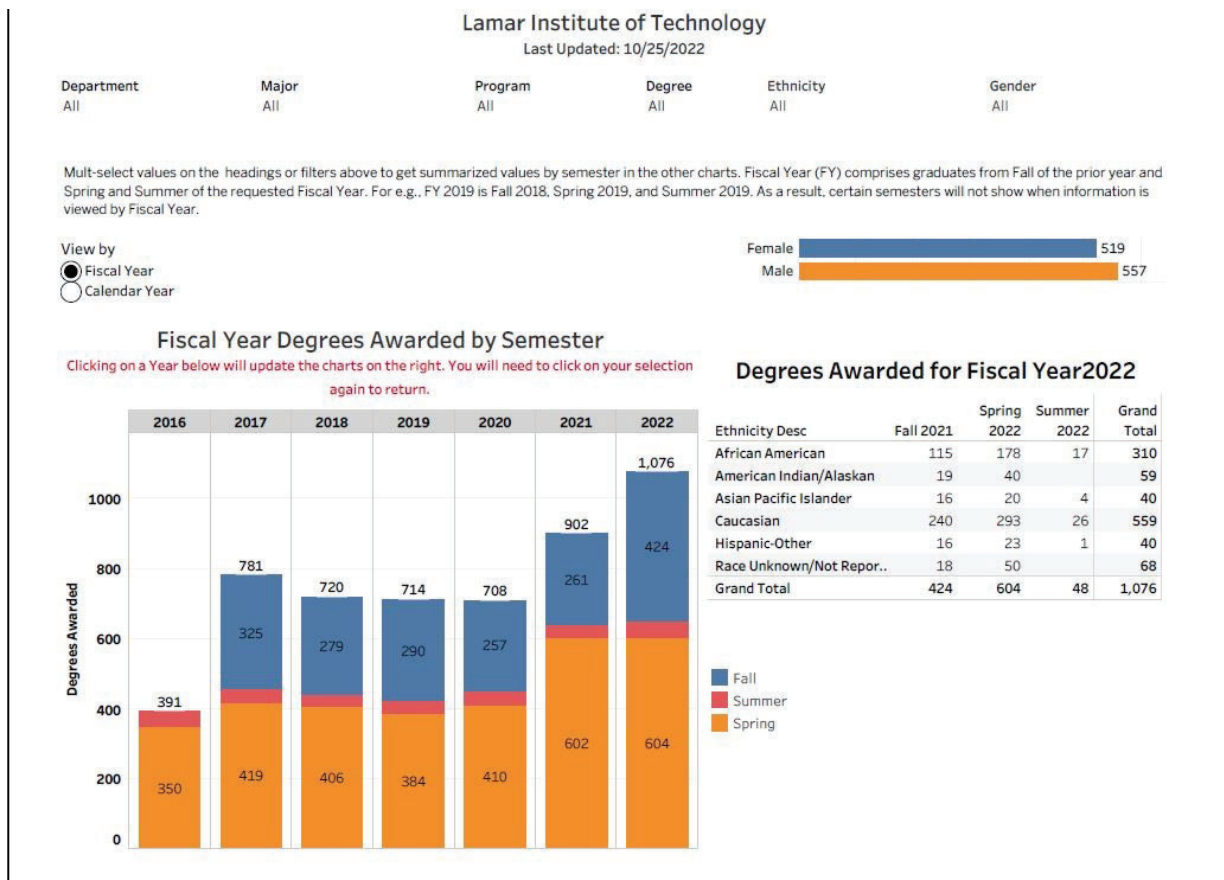


Figure 8.1-3
2016-2022 Awarded Degrees Trend Data

Post-College Financial Indicators

Preparing students for rewarding careers is central to LIT’s mission[19], and for this reason, LIT tracks factors such as students’ post-college career and financial indicators.

LIT’s interest in these indicators reflects broader state concern for the career and financial health of Texas students and graduates. Each fiscal year, the college reports to the Texas Higher Education Coordinating Board (THECB) data related to job placement, transfer, and post-college financial indicators. These data become part of the THECB’s publicly available Texas Higher Education Data website.

Data available from the THECB’s Texas Higher Education Data site demonstrates that LIT has prepared its students for success after they leave the college. Published through the Texas Higher Education Data site, the THECB’s Perkins Data Resources[20] tracks factors such as retention and placement (defined as employment and/or continuation of education after leaving LIT) and earned credentials. In these areas, for the years 2020-21 and 2021-22, LIT exceeded the state target for that year and actual state performance (i.e., the average of schools across the state).

In addition, the THECB’s Texas Public Higher Education Almanac for 2022[21] reports data on graduate success (defined as employment and/or continuation of education after leaving LIT), average time and average semester credit hours (SCH) to associate degree, and student debt. In these areas, LIT’s data are in line with state averages for two-year public institutions and exceed state averages in graduate success in technical programs, which have been LIT’s focus since the school’s inception.

LIT’s post-college career and financial indicators are tracked at the national level by the U.S. Department of Education’s College Scorecard and the National Advisory Committee on Institutional Quality and Integrity (NACIQI) and organizations such as the Postsecondary Value Commission.

College Scorecard[22] and NACIQI[23] report median earnings for those who attended LIT of \$42,646, which exceeds the midpoint reported by College Scorecard for two-year schools. Meanwhile, NACIQI's weighted average median completer earnings (i.e., earnings for those who completed their associate degree or certificate) exceed the median earnings of \$42,646 for those who attended, but did not necessarily graduate from, the college. Finally, the Postsecondary Value Commission's Equitable Value Explorer places LIT's overall median earnings at \$46,059, exceeding the median earnings for comparable credential level within the state of Texas[24].[25]

LIT data related to career and financial well-being indicate that, overall, the college consistently prepares its students for post-college success. However, disaggregated for factors such as gender and income level, LIT's data highlights areas where the college could improve. According to data from the Postsecondary Value Commission's Equitable Value Explorer[25], women's median earnings lag behind men's median earnings, while median earnings for low-income students lag behind median earnings for middle- and high-income students.

In terms of race/ethnicity, while the THECB, U.S. Department of Education, and Postsecondary Value Commission track factors such as enrollment and completions/graduations by race/ethnicity, data disaggregated by race/ethnicity are not readily available for post-college career and financial indicators. The Postsecondary Value Commission notes that earnings data provided by its data source (College Scorecard) "are not yet disaggregated by race/ethnicity," although the inference is that these data sources will begin disaggregating earnings by race/ethnicity.

Publication of Student Achievement Goals

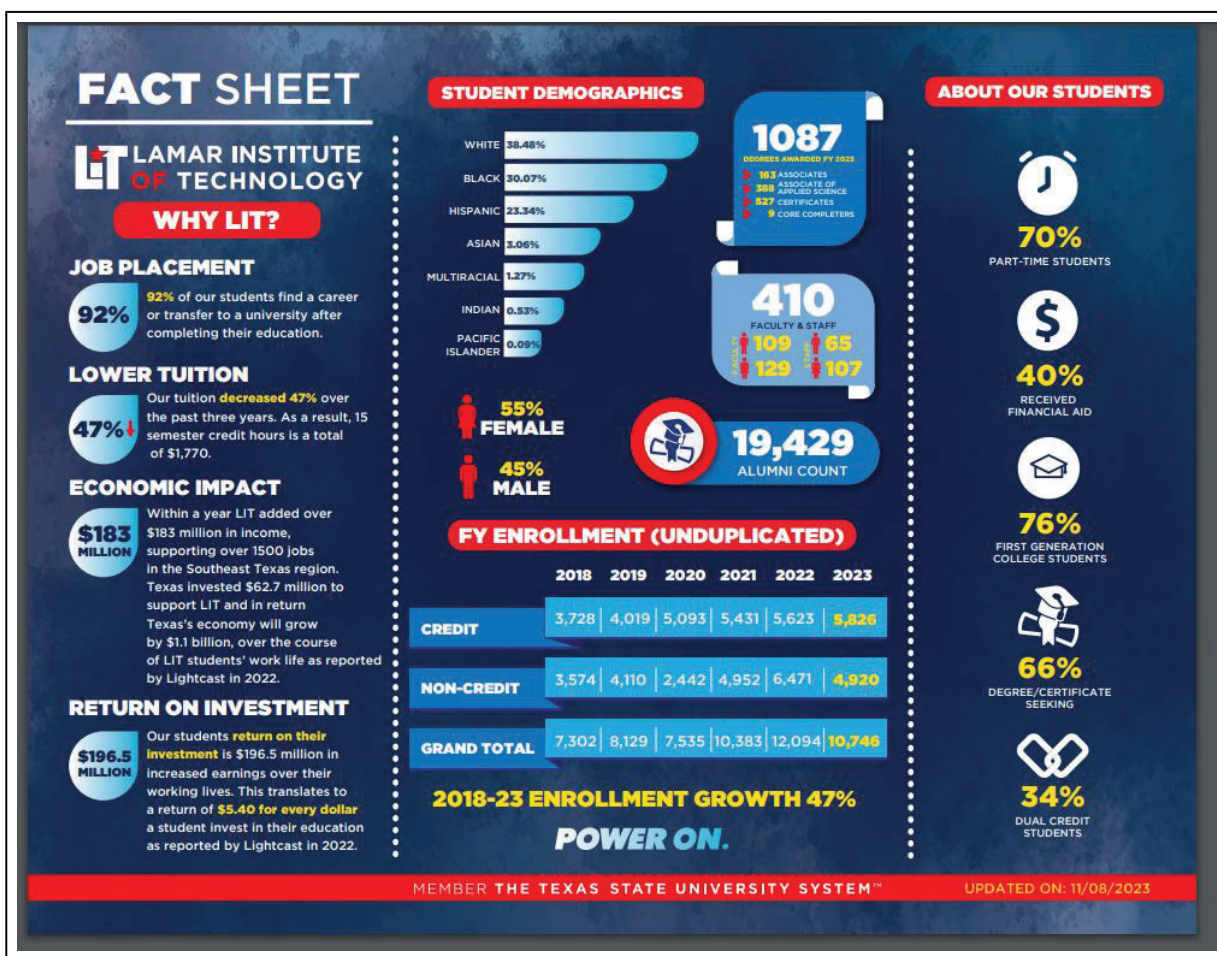


Figure 8.1-4
Lamar Institute of Technology Fact Sheet

To provide full transparency, LIT publishes student achievement outcome data for all stakeholders and the general public. Figure 8.1-4 "Lamar Institute of Technology Fact Sheet" above, provides an example of outcome data published for stakeholders and the general public. Additionally, information is summarized and presented on the institution's website[26] in a user-friendly format. Prospective students and other stakeholders can easily access this information on LIT's data-rich webpage and follow the links to the full-source document.

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. **Student learning outcomes for each of its educational programs.**(Student outcomes: educational programs)
- b. **Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.**(Student outcomes: general education)
- c. **Academic and student services that support student success.**(Student outcomes: academic and student services)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas of educational programs, general education, and academic and student services. Compliance in each of these areas is addressed separately in sections 8.2.a, 8.2.b, and 8.2.c.

8.2.a The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the Student learning outcomes for each of its educational programs,(*Student outcomes: educational programs*)[**Off-Site/On-Site Review**]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) identifies expected program outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of program improvement based on analysis of the results of student learning outcomes for each of its educational programs.

LIT is approved by the Texas Higher Education Coordinating Board to offer the Associate of Applied Science (AAS), Associate of Arts (AA), Associate of Science (AS), and Certificate (CERT) level degrees in 41 programmatic disciplines. All AA and AS degrees require a minimum of 60 semester credit hours and transfer into a baccalaureate program. AAS degrees require a minimum of 60 semester credit hours and are designed for entry into the workforce. Certificate degrees range from 15-51 semester credit hours and are designed for entry into the workforce.

LIT's academic and workplace-focused programs support the college's mission[1] by engaging in systematic, faculty-led planning and review activities that evaluate each program's mission, goals, objectives, and student learning outcomes (SLOs). Planning and review practices are applicable to all modes of delivery (in-person, online, traditional, dual enrollment) and represent LIT's student learning assessment process for the college's educational programs.

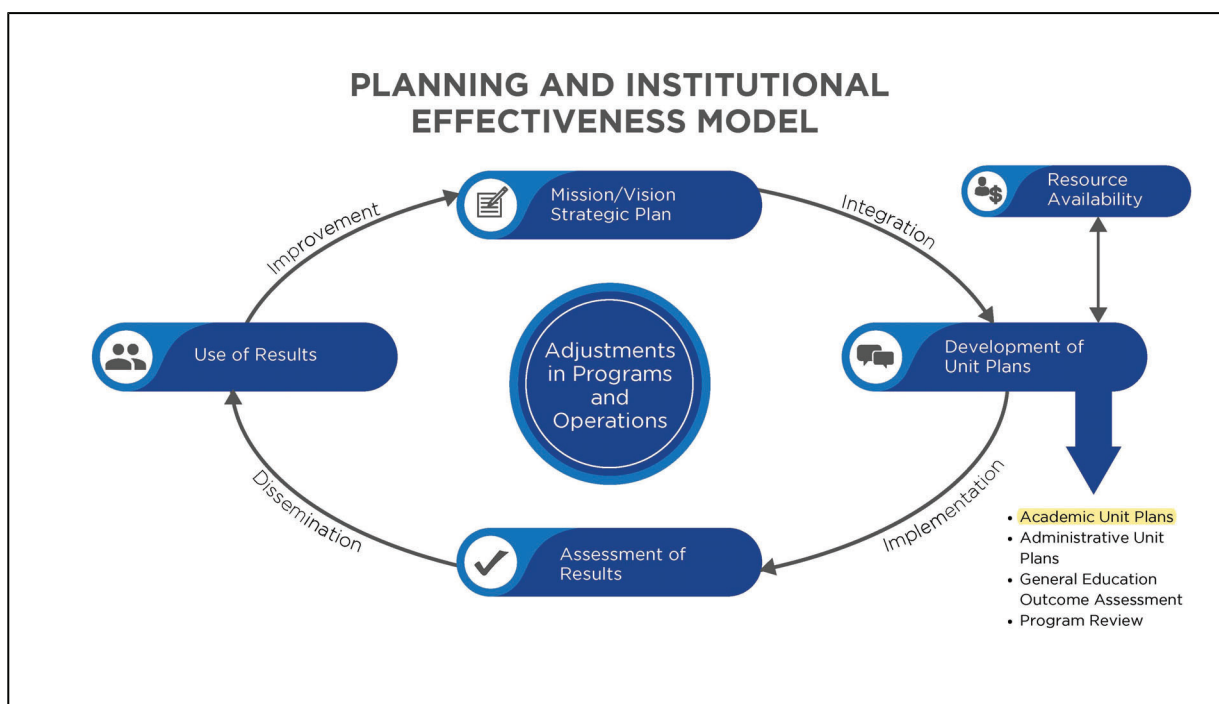
LIT's educational programs participate in two types of review:

- annual planning and assessment to set and measure goals, objectives, and expected student learning outcomes (SLOs) for the upcoming academic year, and

- thorough educational program reviews, both academic and technical programs, that occur on a cyclical basis, with each program conducting an in-depth review of its curriculum, faculty, student enrollment and retention, community impact, and resources (facilities, equipment, library) once every five years.

The global COVID-19 pandemic disrupted the fluidity of LIT's annual unit planning process embedded in the institutional effectiveness cycle as depicted in Figure 8.2.a-1 "Educational Program Planning & Assessment at LIT". As LIT navigated in managing the crisis, planning and assessment activities were disrupted causing a significant change in managing planning, evaluation, and assessment activities in consecutive years. However, as the crisis diminished, LIT has moved forward in adjusting its planning process as needed and incorporated new practices that monitor effective use of resources to enhance student learning.

LIT's institutional effectiveness cycle is an ongoing process centered on annual planning and assessment by all units, including educational programs, according to the college's Institutional Planning Calendar[2]. As illustrated in Figure 8.2.a-1 "Educational Program Planning & Assessment at LIT," planning starts with the college's mission[1], which is to "provide innovative teaching and learning for tomorrow's workforce," and Strategic Plan[3]. LIT's Strategic Goals are: 1) "Increase Student Access, Success, and Reduce Debt," 2) "Be more Responsive to the Community and Industry," and 3) "Promote Institutional Excellence." Each academic year, LIT's educational units create an Annual Unit Plan (AUP)[4] to identify expected SLOs for the year and indicate which strategic goal(s) their unit goals support.



**Figure 8.2.a-1
Educational Program Planning & Assessment at LIT**

LIT's educational planning and assessment process is focused on assessing the effectiveness of each program in achieving its SLOs.

Identification of Expected Outcomes:

LIT's educational programs set program- and student-learning outcomes to guide instruction and coursework in their area. At the course level, faculty are responsible for identifying, in their course syllabi (BCIS 1305[5], RELE 1319[6]), the objectives to be used in assessing achievement of SLOs. Faculty design their courses to assess whether these objectives are being achieved. Assessments take the form of assignments, examinations and, when applicable, performance demonstrations

across all learning modalities and locations (face-to-face, online, on-campus, off-campus). Working with faculty, program leadership (Department Chairs, Program Directors, Lead Faculty) also set program-level SLOs that establish the knowledge and skills that students should be able to demonstrate upon graduating from the program.

In addition, program leadership are responsible for formulating an Annual Unit Plan (AUP) that identifies and monitors expected outcomes, with an emphasis on student learning, in their respective educational programs. This process verifies that the college's educational programs are effective in achieving SLOs, maintaining integrity, serving community needs, and using college resources efficiently. Prior to 2022-2023 academic year, the annual unit plan[7] used a step wise approach in listing goals, objectives, assessments, results, and actions. In 2022-2023, LIT transitioned to new leadership and to a new AUP template[4] that provides units with more flexibility in planning and evaluation. The newer template provides units, including educational program leaders, with a more intuitive interface that allows them to identify expected outcomes and assessment measures suited to their function within the college.

As the new AUP template[4] demonstrates, an LIT educational program identifies one or more goals for the year and indicates which institutional or strategic goal(s) their unit goals support. Linking unit goals to LIT's strategic goals enables units to align their activities with the college's institutional goals and mission. Through this process, LIT turns broad, strategic initiatives into actionable goals that direct activities within educational units.

Educational programs further break down their goals into objectives and expected outcomes, including program- and student-learning outcomes, and lists the assessment criteria or tools they will use to measure the extent to which they have achieved these outcomes. AUPs also state the budget or resource impact of their unit goals and use these estimates to guide internal budget decisions throughout the year. As shown in Table 8.2.a-1 "LIT Annual Unit Plans - Educational Programs," educational units implement their plans and assess and evaluate whether they have achieved their outcomes throughout the year. At the end of the year, units enter these results into their AUPs and use the results to create action plans that establish the foundation for the following year's unit planning. Once again, goals and objectives are set, with expected outcomes and assessment criteria listed for the new year.

LIT currently offers 30 Associate of Applied Science (AAS), 3 Associate of Arts (AA), 4 Associate of Science (AS), and 41 Certificate (CERT) level degrees in 41 programmatic disciplines. Table 8.2.a-1 "LIT Annual Unit Plans - Educational Programs" provides educational program unit plans that identify expected outcomes, assessment of outcome achievement, and improvement based on the analysis of results.

Table 8.2.a-1 LIT Annual Unit Plans – Educational Programs			
Educational Program	Prior to 2022	2022-2023	2023-2024
Allied Health & Sciences Department	AUP[8]	AUP[9]	AUP[10]
Biological Science		AUP[11]	AUP[12]
Child Care and Development	AUP[13]	AUP[14]	AUP[15]
Dental Hygiene	AUP[16]	AUP[17]	AUP[18]
Health Information Technology	AUP[19]	AUP[20]	AUP[21]
Health Science**		AUP[22] **	AUP[23]
Occupational Health & Safety	AUP[24]	AUP[25]	AUP[26]
Pharmacy Technology	AUP[27]	AUP[28]	AUP[29]
Radiologic Technology	AUP[30]	AUP[31]	AUP[32]

Respiratory Care	AUP[33]	AUP[34]	AUP[35]
Sonography	AUP[36]	AUP[37]	AUP[38]
Business Technologies Department	AUP[39]	AUP[40]	AUP[41]
Accounting Technology	AUP[42]	AUP[43]	AUP[44]
Business	AUP[45]	AUP[46]	AUP[47]
Computer Information Systems	AUP[48]	AUP[49]	AUP[50]
Computer Networking & Troubleshooting Technology*	AUP[51]*		
Cosmetology		AUP[52]	AUP[53]
Culinary Arts		AUP[54]	AUP[55]
Cyber Security Technology*	AUP[56]*		
Cyber Security & Networking Technology**		AUP[57] **	AUP[58]
Data Analytics**			AUP[59] **
Graphic Design	AUP[60]	AUP[61]	AUP[62]
Logistics & Supply Chain Management***			
Management Development*	AUP[63]*		
Management & Entrepreneurship**		AUP[64] **	AUP[65]
Real Estate	AUP[66]	AUP[67]	AUP[68]
General Education & Developmental Studies Dept	AUP[69]	AUP[70]	AUP[71]
General Studies		AUP[72]	AUP[73]
Teaching**		AUP[74] **	AUP[75]
Public Service & Safety Department	AUP[76]	AUP[77]	AUP[78]
Criminal Justice	AUP[79]	AUP[80]	AUP[81]
Emergency Management & Homeland Security	AUP[82]	AUP[83]	AUP[84]
Emergency Medical Services	AUP[85]	AUP[86]	AUP[87]
Fire Protection Technology	AUP[88]	AUP[89]	AUP[90]
Law Enforcement Police Academy	AUP[91]	AUP[92]	AUP[93]
Technology Department	AUP[94]	AUP[95]	AUP[96]
Advanced Engine Technology	AUP[97]	AUP[98]	AUP[99]
Automotive Collision			AUP[100]
Commercial Electrical Technology**		AUP[101] **	AUP[102]
Computer Drafting Technology	AUP[103]	AUP[104]	AUP[105]
Engineering**		AUP[106] **	AUP[107]
Heating, Ventilation & Air Conditioning Technology	AUP[108]	AUP[109]	AUP[110]
Industrial Mechanics Technology	AUP[111]	AUP[112]	AUP[113]

Instrumentation Technology	AUP[114]	AUP[115]	AUP[116]
Mechatronics**			AUP[117] **
Plumbing Technology**		AUP[118] **	AUP[119]
Process Operating Technology	AUP[120]	AUP[121]	AUP[122]
Utility Line Technology	AUP[123]	AUP[124]	AUP[125]
Welding Technology	AUP[126]	AUP[127]	AUP[128]
<p>*Program was modified/combined with another program. **New program. ***Program pending Fall 2024.</p>			

Assessment of Outcomes Achievement:

Assessment is an integral part of the planning process at LIT and is required in the development and implementation of plans across the college. Assessment criteria or performance measures defined by educational programs assess the extent to which program-specific SLOs are achieved. To evaluate progress toward achievement of SLOs, assessment measures use data gathered from multiple sources that, in turn, provide objective feedback on discrete, predefined, measurable indicators.

Assessment can result from direct or indirect performance measures. Direct measures are learning assessment tools that provide data related to direct examination, observation, demonstration of skill, attitudes, or behaviors to provide evidence of outcome achievement. Direct measures may include embedded exam questions, course projects, oral presentations, assignment rubrics, group projects, laboratory reports, standardized tests, skill performance observations, simulations, and locally developed tests.

Data from enrollment, graduation rates, grades, surveys, interviews, focus groups, transfer rates, length of time to a degree, licensure rates, and job placement represent the indirect measures that are internally produced or reported to external stakeholders such as IPEDS, the Texas Higher Education Coordinating Board (THECB), and the Texas State University System (TSUS). Analyzing these indirect measures allows programs to assess student achievement of the SLOs. No matter the type of measure, the primary objective of program leadership and faculty is to determine in an ongoing and systematic way whether students who graduate from their program know and can do what they came to LIT to learn. The AUPs listed above in Table 8.2.a-1 "LIT Annual Unit Plans - Educational Programs" include the assessment criteria that each educational program selects to assess its expected outcomes as well as the results of these assessments.

Improvement Based on Analysis of Results:

At the end of an academic year, each educational program unit reports the results of its assessments on its AUP (see Table 8.2.a-1 "LIT Annual Unit Plans - Educational Programs"). Results are analyzed collaboratively by program faculty and leadership to determine progress toward achieving the SLOs. These analyses form the basis of a program's action plan, in which a program identifies ways to improve student learning. Identification of resources (financial, physical, personnel, etc.) needed to support these improvements is an important part of the analysis process and links annual educational planning to the budget planning process.

In reporting results and developing action plans, a program's faculty and leadership do not focus exclusively on their success in achieving learning outcomes. Annual planning and assessment are designed to foster improvement. For this reason, progress toward a goal can be as valuable as meeting a target, just as not meeting a goal can be useful in encouraging improvements in curriculum and instruction. Additionally, even though assessment findings may note "no improvements needed," a

program's members develop strategies to strengthen outcomes or generate replacement outcomes, including appropriate annual goals, objectives, assessment measures, and data sources. Improvement of goals, objectives, outcomes, assessments, and actions form the basis of the following year's AUP.

For example, the Health Information Technology (HIT) program set a goal to provide academic instruction and professional training to prepare students to function as entry-level HIT Technicians. In pursuing this goal, the HIT program has successfully met its objectives to maintain accreditation with the Commission on the Accreditation for Health Informatics and Information Management Education (CAHIIM), place 90% of program graduates in employment over a 3-year period (target 90%, result 90%), support student achievement of a "C" or better in program-specific courses (target 80%, result 86%), and graduate at least 25 program graduates over a 5-year period (target 25 graduates, result 224 graduates over the past 5 years).

The HIT program set three course-level SLOs. The target was surpassed for two of the SLOs (target 90%, result 95%), while the third SLO was not met (target 90%, result 75%). Additionally, the program's licensure exam target (70% pass rate for program graduates) was not met; the program pass rate was 44.44%, which fell below the AHIMA National Mean Pass Rate of 70%. As a result, the program instituted the following improvements:

1. Faculty conducted a comparison study to ensure the curriculum meets the 2018 Knowledge Cluster Content and Entry-Level Competencies.
2. In the HITT 2249-RHIT Review class, a requirement of the class is for the students to pass each chapter quiz and the mock RHIT exam with 90%. They are allowed to retake the mock exam as many times as they would like to better their score.
3. Students are encouraged to sit for the RHIT certification exam prior to graduation and no later than 6 months post-graduation.
4. The HIT program is in the process of creating a continuing education RHIT Prep Course to be offered through LIT Workforce Development that will allow graduates to enroll in the 6-week review course at any time.

LIT's Office of Institutional Effectiveness and Assessment (IEA) compiles all AUPs from a given academic year into an Annual Unit Assessment Report[129] that summarizes the results of annual unit planning and assessment for that year. The report provides results for each educational program and also highlights results or themes that emerge across educational programs. Distributed to the President and Executive Team, the Annual Unit Assessment Report assists administration in determining the effectiveness of its academic programs. In this way, the President and Executive Team can identify instructional areas where improvement is needed and allocate resources to support improvement. At the program level, Department Chairs and Deans then work with programs to increase their effectiveness and use resources efficiently.

Academic Program Review:

LIT is in the process of re-vamping its Program Review process. LIT's educational programs conduct an program review (also referred to as a self-study) according to a fixed cycle to ensure all programs are reviewed regularly. Each academic[130] and technical[131] program conducts an in-depth self-study of its curriculum, faculty, student enrollment and success, community impact, and resources (facilities, equipment, library), once every five years. LIT's Office of Institutional Effectiveness and Assessment (IEA) maintains the review schedule and alerts programs when their review year is approaching. The IEA Office also assists programs throughout the review process.

These reviews offer several benefits to LIT's educational programs. It provides an evaluation and analysis of the program's quality and effectiveness; identification of programmatic needs or improvements for future direction; a system for programmatic oversight and transparency; and to guide systematic development of the program. The review process provides an overview of program strengths, challenges, and needs for its faculty members and the institution. A review connects an individual program's annual unit planning and learning outcomes assessment to institutional strategic planning and decision-making. Program reviews create the foundation that ensures the continuous improvement of LIT programs and the efficient allocation of institutional resources.

Program reviews are ongoing and take place according to the Program Review schedule[132]. The Program Review Handbook[133] breaks down the program review process into the following steps:

1. **Set Up.** Establish a Program Review Committee; create a review schedule or timeline; determine committee members' roles.
2. **Research & Analysis.** Collect and review program-related data and information; consult with program faculty, staff, students, Advisory Committee, and other stakeholders; analyze and consider issues, challenges, and future program directions.
3. **Self-Study Report.** Using results of research and analysis, complete a comprehensive self-study report. Self-studies include a program improvement plan based on the review's findings.
4. **Review & Approvals.** Submit the self-study report to the program Dean and Vice President for Instruction/Provost; after reviews are complete, collect approval signatures.
5. **Program Review Follow-Up.** Implement the improvement plan created as part of the self-study; evaluate the plan's implementation on an ongoing basis; finally, report on improvements to the program and plan for future progress.

The Handbook[133] details the program review process, the program review schedule, a sample program review timeline, data and information resources, a guide to writing a program self-study report, and a sample program improvement plan timeline. A program conducts a self-study in the fall and is reviewed in the spring.

As the Program Review process evolves, LIT currently utilizes Xitracs to house its self-study reports. A Program Review Committee member logs into Xitracs, selects the appropriate program up for review and the current cycle, and enters the relevant data and information. The program review in Xitracs[134] comes directly from the program review templates (academic[130] or technical[131]). Once complete, the self-study, including attachments, is compiled into a PDF report and provided to the Academic Quality Committee[135] for a thorough review and to provide any recommended improvements. The self-study report with recommendations is sent to the program's Dean and Vice President for Instruction/Provost for review. The IEA Office attains a copy of the review and uploads it into Xitracs.

Table 8.2.a-2 "LIT Academic Program Reviews for 2023-2024" identifies the programs that conducted a self-study report in 2023-2024. Occupational Safety & Health, Real Estate, Police Academy, Advanced Engine Technology, and Industrial Mechanics program reviews are in the process of being reviewed by the Academic Quality Committee. The Academic Quality Committee[135], comprised of faculty appointed by the Vice President for Instruction/Provost, evaluates the self-study report for program effectiveness and achievement of outcomes. The self-study report and any recommendations from the AQC are returned to the program director, department chair, and program dean for evaluation of implementation. Significant changes to curriculum or graduation requirements must be approved by LIT's Curriculum Committee[136] prior to implementation. Changes are reflected in the next self-study report.

Respiratory Care and Radiologic Technology conducted an External Accreditation Review (see Table 8.2.a-3 "LIT Educational Programs with External Review"). The external reviews assess compliance with specific standards such as curriculum, graduation rates, transfer rates, planning and assessment, faculty credentials, and student learning outcomes, to maintain programmatic accreditation. It was originally thought to accept these external reviews as part of LIT's Program Review process. However, LIT realizes that while these reviews cover specific standards related to programmatic accreditation, they may not include details required in LIT's Program Review. Therefore, Respiratory Care and Radiologic Technology[137] are in the process of conducting a self-study that will be reviewed by the Academic Quality Committee.

All academic degrees adhere to the Texas Higher Education Coordinating Board (THECB) core curriculum (state-wide) mandate of 42 semester credit hours for transferability. All applied associate degrees have a minimum of fifteen semester credit hours of general education courses in the core areas of humanities/fine arts, social/behavioral sciences, and natural science/mathematics as part of its 60 semester credit hours. Assessment of student learning outcomes (SLOs) for general education

is an integral component of the college's overall planning, evaluation, and assessment processes. The Texas Core Curriculum (TCC)[138] ensures that students will develop the essential general education knowledge and skills needed to be successful in college, in a career, in their communities, and in life. The assessment of the Core Curriculum objectives[139], defined by the THECB, assesses students attainment of general education competencies over learning outcomes focused on communication, critical thinking, empirical and quantitative reasoning, personal responsibility, social responsibility, and teamwork. LIT's Core Curriculum Assessment Plan[140] identifies the assessment process of determining student attainment in the core objective areas according to a rotating schedule[141]. (See also Comprehensive Standard 8.2.b.[142])

Table 8.2.a-2 LIT Academic Program Reviews for 2023-2024				
Allied Health & Sciences Department	Business Technologies Department	Public Service & Safety Department	Technology Department	General Education & Dev Studies Dept
Occupational Safety & Health [143] Respiratory Care* Radiologic Technology*	Real Estate [144]	Police Academy[145]	AdvancedEngine Technology[146] Industrial Mechanics[147]	Core Curriculum Assessment (Fall 2022 [148] & Spring 2023 [149])
*Pending Self-Study				

External Academic Program Review:

LIT programs whose graduates require professional licensure or certification receive periodic reviews by external programmatic accrediting agencies. Table 8.2.a-3 "LIT Academic Programs with External Review" lists the programs that receive external review, the name of its accrediting agency, how often it is reviewed for accreditation, the dates and reports of the last review, and the dates of the next reaffirmation.

Table 8.2.a-3 LIT Academic Programs with External Review					
LIT Program	External Accreditor	Accreditation Period	Last Review	Last Reaffirmation	Next Reaffirmation
Dental Hygiene	American Dental Association Commission on Dental Accreditation	8 years	2019 Self-Study[150] 2022-23 Survey Report [151]	2020[152]	2027
Emergency Medical Services	Committee on Accreditation of Educational Programs for the EMS Professions	5 years (annual review)	2023 Annual Report [153]	2020[154]	2025
Health Information	Commission on Accreditation for	7 years	2021-22 Annual	2023[156]	2030

Technology	Health Informatics and Information Management Education	(annual review)	Report [155]		
Pharmacy Technician	Pharmacy Technician Certification Board	Annually*	2023	2023[157]	2024
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology	8 years (interim report)	2022 Self-Study[158] 2023 Progress Report [159]	2023[160]	2031
Respiratory Care	Commission on Accreditation for Respiratory Care	10 years (annual review)	2022 Self-Study[161] 2023 Annual Report [162] 2023 Progress Report [163]	2023[164]	2033
Sonography	Joint Review Committee on Education in Diagnostic Medical Sonography	5 years (annual review)	2020 Self-Study[165] 2021 Annual Report [166]	2018[167] 2021[168]	2025
*Automatic renewal					

An important component of external reviews is assessment of program- and student-learning outcomes and, when needed, improvement based on the results of these assessments. For example, in 2022, the Commission on Accreditation for Respiratory Care (CoARC) reaffirmed 10-year programmatic accreditation for LIT's Respiratory Care Program but granted Probationary Accreditation based on scores earned by students on credentialing exams administered by the National Board for Respiratory Care (NBRC). LIT's Respiratory Care Program reviewed its curriculum, student advising, and student support processes and retested students to identify ways to improve test scores and, thus, achieve this key SLO. Required follow-up reporting to CoARC in 2023 supports the program's efforts to improve test scores.

Conclusion:

LIT offers programs that prepare students for careers in health sciences, business, technology, and public safety or for transfer to four-year schools. The educational planning and evaluation activities that the college has established to prepare and review these programs are ongoing, comprehensive, integrated, research-based, and systematic. Educational planning and assessment are continuous processes through which LIT's programs identify expected outcomes, assess the extent to which they achieve these outcomes, and improve their practices based on the results of outcomes assessment. Use of assessment results to improve educational programs is the central focus of this faculty-driven process at LIT.

- 8.2.b** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the Student learning outcomes for collegiate-level general education competencies of its undergraduate

degree programs, (Student outcomes: general education)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results of student learning outcomes (SLOs) for collegiate-level general education competencies in all undergraduate degree programs.

At LIT, the expectations for outcomes performance in general education courses are the same for students in technical degree programs and academic transfer programs. LIT has a strong general education core[1] to carry out its mission[2] of providing academic and technical curricula in its Associate of Arts, Associate of Science, Associate of Applied Science, and Certificate degree programs. All academic degrees adhere to the Texas Higher Education Coordinating Board (THECB) core curriculum (state-wide) mandate of 42 semester credit hours for transferability. All applied associate degrees have a minimum of fifteen semester credit hours of general education courses in the core areas of humanities/fine arts, social/behavioral sciences, and natural science/mathematics as part of its 60 semester credit hours. LIT's institutional effectiveness cycle is an ongoing process centered on annual planning and assessment by all units, including general education, according to the college's Institutional Planning Calendar[3]. Assessment of student learning outcomes (SLOs) for general education is an integral component of the college's overall planning, evaluation, and assessment processes, as illustrated in Figure 8.2.b-1 "General Education Planning & Assessment at LIT":

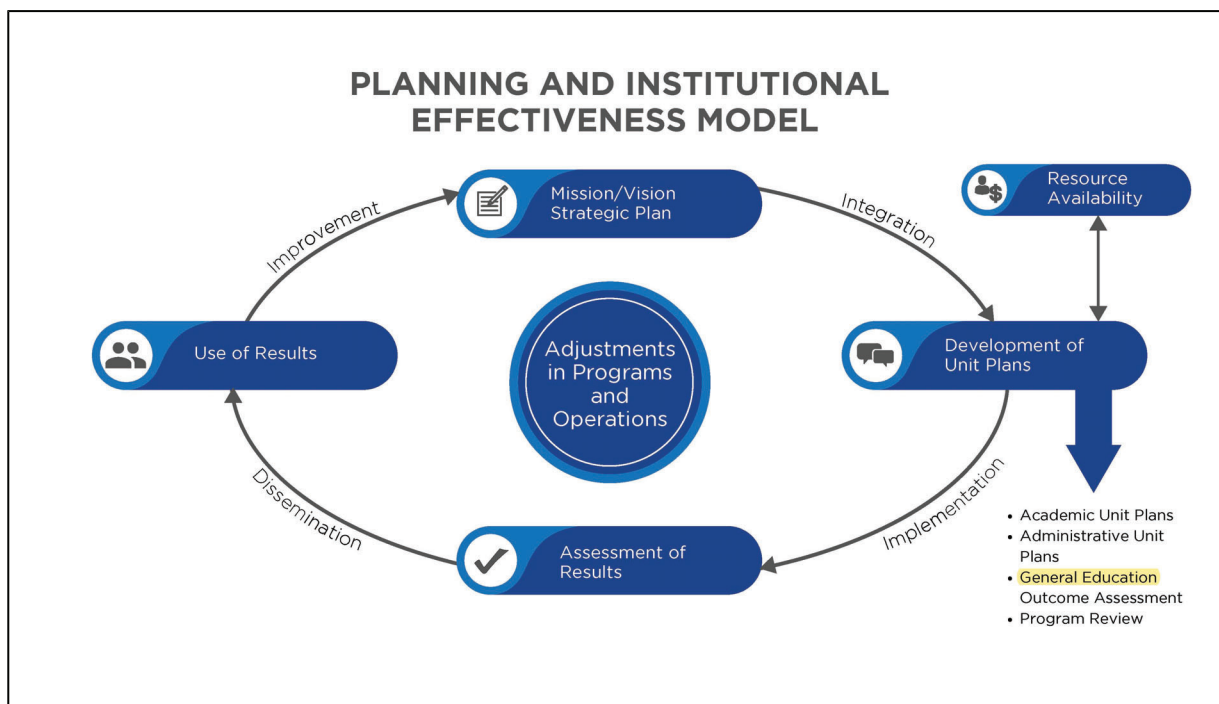


Figure 8.2.b-1
General Education Planning & Assessment at LIT

Identification of Expected Outcomes:

The core curriculum (the term for “general education” in Texas) is defined by the Texas Code, including, but not limited to, the Texas Education Code (TEC), Chapter 61, Subchapter S[4], and the Texas Administrative Code (TAC), Title 19, Part 1, Chapter 4, Subchapter B[5]. In the TEC, Section

61.824[6], the state mandates assessment of the core curriculum at public institutions of higher education and grants oversight of this process to the Texas Higher Education Coordinating Board (THECB).

The TEC, Section 61.821[7], defines the Texas Core Curriculum (TCC) as “the curriculum in liberal arts, humanities, and sciences and political, social, and cultural history that all undergraduate students of an institution of higher education are required to complete before receiving an academic undergraduate degree.” The TCC further clarifies the core curriculum in its Statement of Purpose:

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning (TCC, p. 4[8]).

Texas’ current core curriculum is a 42-semester credit hour (SCH) course of study designed to be consistent, though not identical, across Texas public institutions. At LIT, and other Texas colleges and universities, this curriculum must cover the following Component Areas:

- Communication (6 SCH)
- Mathematics (3 SCH)
- Life and Physical Sciences (6 SCH)
- Language, Philosophy and Culture (3 SCH)
- Creative Arts (3 SCH)
- American History (6 SCH)
- Government/Political Science (6 SCH)
- Social and Behavioral Sciences (3 SCH)
- Component Area Option (6 SCH)

In the list above, there are eight Foundational Component Areas and one Component Area Option. The Foundational Component Areas are comprised of a set number of core courses or semester credit hours that students must earn. The Component Area Option allows students to select core courses that reflect their degree plans and interests. This area also allows for the labs that are commonly attached to courses in Life and Physical Sciences.

Each core course within the eight Foundational Component Areas must assess the Core Objective required by the THECB[9]. All students, regardless of location (e.g., on campus, off campus) or learning modality (e.g., face-to-face, online) are expected to attain these core objective learning outcomes. The six Core Objectives and student learning outcomes are:

- **Communication** - effective development, interpretation and expressions of ideas through written, oral and visual communication;
- **Critical Thinking** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- **Empirical and Quantitative Reasoning** - manipulation and analysis of numerical data or observable facts resulting in informed conclusions;
- **Personal Responsibility** - ability to connect choices, actions and consequences to ethical decision-making;
- **Social Responsibility** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities; and
- **Teamwork** - ability to consider different points of view and to work effectively with others to support a shared purpose or goal (TCC, p. 6[10]).

These categories meet the SLOs often related to “soft skills” that LIT's Advisory Committees seek, as well as prepare the college’s students to achieve the learning outcomes in their career and technical programs.

LIT's Core Curriculum Assessment Plan[11] identifies the assessment process of determining student attainment in the core objective areas. The college's core courses[1] are assessed during the Fall and Spring semesters according to a rotating schedule[12], with every core course undergoing assessment once every two years. Each core course includes a common assignment[13] that must be assigned by all instructors of the course. This assessment is typically the last major assignment or final exam that students complete in the course. The common assignment is given to students every semester and is assessed according to the schedule. Faculty teaching a core course scheduled for assessment that semester load an artifact from the common assignment[14] to the core assessment portal Xitracs[15]. These artifacts are collected from a random sampling of students enrolled in the core courses. The random sample is based on the total number of students enrolled in core courses for that semester. If a randomly selected student has dropped prior to the assessment, does not complete or submit the common assignment, the instructor leaves a note to this effect in Xitracs' core assessment portal.

Any changes made to LIT's Core Curriculum Assessment Plan or overall process is approved by the Core Curriculum Committee[16] and presented to the Instructional Council[17], and Executive Team [18].

Assessment of Outcomes Achievement:

After all instructors of a core course scheduled for assessment have loaded student artifacts, assessment of the artifacts can begin. Core curriculum instructors score each artifact using rubrics[19] developed by LIT faculty to address general education student learning outcomes required by the state. There are six rubrics, one for each Core Objective[9]. Using these rubrics, faculty determine students' attainment level of each Core Objective represented in that assignment or course. LIT's target for the direct assessment of each core objective is 2.8 (70%) of the randomly sampled students will meet or exceed expectations for that objective. When the core courses are viewed as a unit, each Component Area and Core Objective is evaluated multiple times per assessment period.

Following the scoring of artifacts, the college's Office of Institutional Effectiveness and Assessment (IEA) compiles the results into a Core Curriculum Assessment Report for that semester (Fall 2022[20], Spring 2023[21]). Next, the Core Curriculum Committee[22] meets[23] to evaluate and discuss the results. A member of the IEA Office meets with the Committee to review the data and explain the scores. The Committee reviews results to determine (1) if specific core courses may be in need of revision, and (2) if trends can be identified over several assessment periods that indicate changes are needed to the core curriculum to enhance the quality and effectiveness of the curriculum.

The Chair of the Core Curriculum Committee also meets with faculty in a core curriculum subject area to analyze the findings. As with the Core Curriculum Committee, the faculty and Chair review results to determine if specific courses may benefit from revision and if trends across several assessment periods can be identified.

Improvements Based on Assessment Results:

The goal of LIT's assessment process is to improve student learning through the assessment of students' achievement of core curriculum outcomes. After reviewing assessment results for a given semester, the Chair of the Core Curriculum Committee and faculty in a core area plan improvements to the courses assessed that semester. Faculty review the data against established performance measures and make recommendations for enhancements that will support student achievement of outcomes. Whether or not weaknesses are found in the core curriculum, faculty are required to describe activities they plan to implement in order to improve outcomes in the coming academic year. Lead faculty in a core area are responsible for supervising two types of improvement activities:

- When the standard to an outcome has not been met, improvement activities must be developed that will address assessment findings.
- Even when an outcome has been met, strategies must be developed to continue to improve each outcome. If outcome results have been maximized to their greatest extent, then the 2.8

benchmark can be increased or replacement outcomes can be developed, including appropriate measures, standards, and data sources.

Changes to courses are implemented in the subsequent semester. A course that is assessed in Fall is analyzed and discussed in Spring (ECON[24], ENGL[25], GOVT & HIST[26]). Changes made to the course or the common assignment are approved by the Core Curriculum Committee and implemented in the next scheduled semester. A specific example of an improvement to a common assignment based on assessment results is in the American History Component. In Fall 2022, American History had a total Component average of 3.06 for the randomly selected students in all core history sections. This included the core objective scores of 3.24 for Communication, 3.23 for Critical Thinking, 2.99 for Personal Responsibility, and 2.76 for Social Responsibility. While as a Component, students exceeded the 2.8 benchmark, faculty noted Social Responsibility was slightly below. The core faculty met in Spring to discuss ways to improve and decided to change the common assignment. The common assignment in Fall 2022 was a designated book assignment that asked students to analyze the author's argument (Old History Common Assignment[27]). The faculty, with adjunct input, decided the historical context of the chosen book was no longer practical of today's student population. The common assignment was changed to a movie assignment that asked students to watch a film from an approved list and analyze its historical content (New History Common Assignment[28]). The change was provided to the Core Curriculum Committee via email[29] along with a Survey Monkey voting link. This change was approved by the Core Curriculum Committee[30], and will be implemented for the next scheduled assessment in Fall 2024. Faculty, Core Curriculum Committee, and IEA will look for improved results over the next consecutive assessment cycles.

Core courses that are assessed in the Fall are analyzed and discussed in the Spring. Improvements are identified and implemented for the next assessment cycle (Fall 2022 Results with Improvements [31]). Core courses that are assessed in the Spring are analyzed and discussed in the Fall. Improvements are identified and implemented for the next assessment cycle (Spring 2023 Results with Improvements[32]).

LIT's Core Curriculum Assessment Cycle:

LIT's full general education assessment cycle is presented in Figure 8.2.b-2 "LIT's Core Curriculum Assessment Cycle":





Figure 8.2.b-2
LIT's Core Curriculum Assessment Cycle

Texas has standardized the Core Objectives for the core curriculum at all public higher education institutions in the state. Faculty at individual colleges have flexibility to shape core courses in ways that suit their mission and student population. However, the state's standardized approach to the core curriculum ensures that courses are easily transferred among schools and, more importantly, that students receive a solid foundation in the knowledge, skills, and behaviors essential to learning. Through its robust Core Curriculum Assessment, LIT measures students' attainment of the learning outcomes embedded in its core courses and improves these courses to increase student learning and achievement.

Conclusion:

LIT's general education courses (core curriculum) is embedded in programs that prepare students for careers in health sciences, business, technology, and public safety or for transfer to four-year schools. The planning and evaluation activities the college has established to prepare and review the general education competencies of our programs are ongoing, comprehensive, integrated, research-based, and systematic. Identifying expected outcomes, assessing the extent to which these outcomes are achieved, and improving educational practices based on the results is a continuous component of the college's overall planning, evaluation, and assessment process.

- 8.2.c** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the Academic and student services that support student success. *(Student outcomes: academic and student services)*

Compliance Status: Compliant

Narrative

All academic and student services units at Lamar Institute of Technology (LIT) identify expected outcomes, assess the extent to which these outcomes have been achieved, and use the results to improve academic and student services that support student success.

LIT provides a comprehensive range of academic and student services compatible with its mission[1]. All academic units and student services units (i.e., all offices or units outside of the face-to-face or online classroom) engage in annual planning and evaluation that assesses each unit's expected outcomes using stated assessment criteria.

LIT identifies an academic and student services unit as a unit that provides programs, services, and activities to the undergraduate student population, while also providing services and activities to college faculty and staff. LIT's academic and student services units include:

Academic Units:

- Allied Health and Sciences Department
- Business and Technology Department
- Dean of Instruction (AHSC, TECH)
- Dean of Instruction (BSTC, GEDS, PBSS)
- Dual Credit
- General Education and Developmental Studies Department
- Online Learning

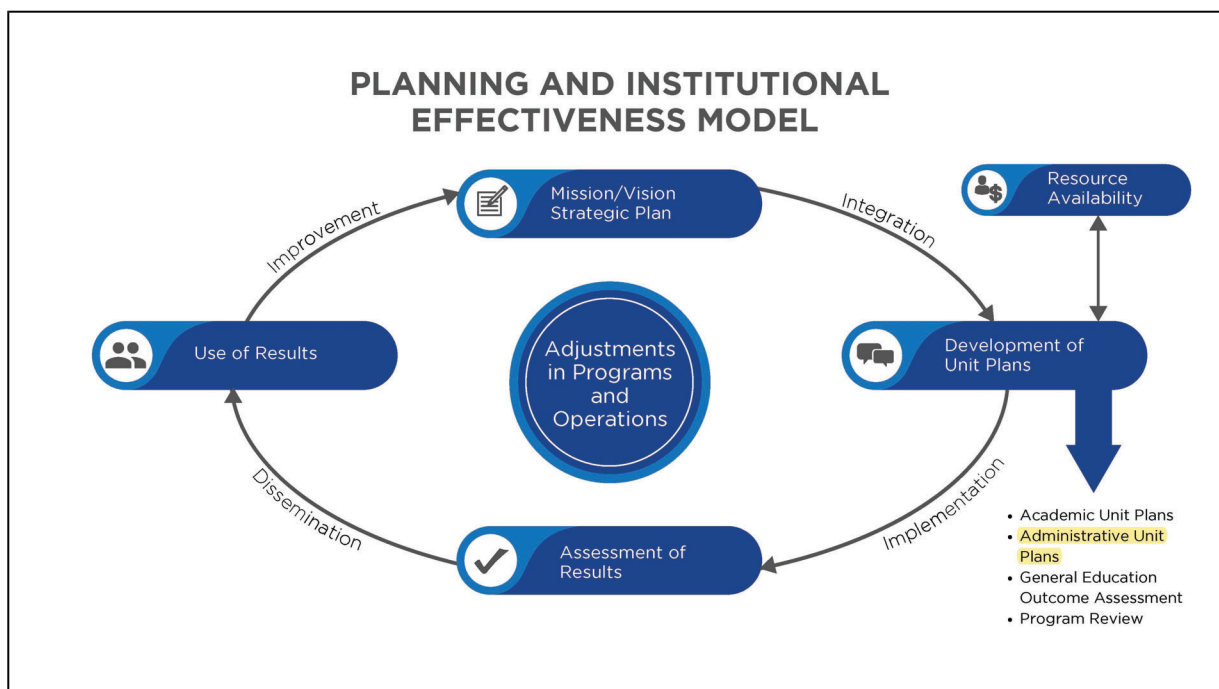
- Public Service and Safety Department
- Technology Department
- Workforce Training & Continuing Education

Student Services Units:

- Academic Advising & Retention
- Admissions & Records / Registrar
- Campus Security
- Development and Foundation
- Facility Maintenance
- Finance & Accounting
- Financial Aid
- Marketing & Public Communications
- Placement & Cooperative Education (Career Services)
- Technology Services
- Testing Center

The global COVID-19 pandemic disrupted the fluidity of LIT's annual unit planning process embedded in the institutional effectiveness cycle as depicted in Figure 8.2.c-1 "Academic & Student Services Planning & Assessment at LIT". As LIT navigated in managing the crisis, planning and assessment activities were disrupted causing a significant change in managing planning, evaluation, and assessment activities in consecutive years. However, as the crisis diminished, LIT has moved forward in adjusting its planning process as needed and incorporated new practices that monitor effective use of resources to enhance student learning.

Planning and evaluation at LIT are ongoing and cyclical, taking place throughout the academic year according to the college's Institutional Planning Calendar[2]. LIT defines planning as data-driven decisions that the college's administration, faculty, and staff make about the college's future. Assessment of academic and student services units is a systematic and ongoing process that mirrors the college's broader institutional effectiveness process. As illustrated in Figure 8.2.c-1 "Academic & Student Services Planning & Assessment at LIT," planning starts with the college's mission[1], which is to "provide innovative teaching and learning for tomorrow's workforce," and Strategic Plan[3]. LIT's Strategic Goals are: 1) "Increase Student Access, Success, and Reduce Debt," 2) "Be more Responsive to the Community and Industry," and 3) "Promote Institutional Excellence." Each academic year, LIT's academic and student services units create an Annual Unit Plan (AUP)[4] through which the unit identifies its expected outcomes for the year and indicates which strategic goal (s) the unit goals support.



**Figure 8.2.c-1
Academic & Student Services Planning & Assessment at LIT**

LIT's academic and student services planning and assessment process is focused on assessing the effectiveness of each unit in achieving its expected outcomes and, in this way, supporting student success.

Identification of Expected Outcomes:

Each academic year, LIT's academic and student services units set expected outcomes that guide work in their area for the year. Working with their units' members, Unit Heads complete an Annual Unit Plan (AUP) that lists the unit's goals for the year. Goals are broken down into objectives and expected outcomes, and the assessment criteria or tools that will be used to measure achievement of those outcomes.

Table 8.2.c-1 "LIT Annual Unit Plans – Academic & Student Services" lists the college's academic and student services units and links to the AUPs completed by these offices over three years. Prior to 2022-2023 academic year, the annual unit plan[5] used a step wise approach in listing goals, objectives, assessments, results, and actions. In 2022-2023, LIT transitioned to new leadership and to a new AUP template[4] that provides units with more flexibility in planning and evaluation. This newer template was selected to provide academic and student services units with a more intuitive interface that allows them to identify expected outcomes and assessment measures suited to their function within the college.

As the new AUP template[4] demonstrates, an LIT academic or student services unit identifies one or more goals for that year and indicates which institutional or strategic goal(s) their unit goals support. Linking unit goals to LIT's strategic goals enables units to align their activities with the college's institutional goals and mission. Through this process, LIT turns broad, strategic initiatives into actionable goals that direct activities within academic and student services units.

Academic and student services units further break down their goals into objectives and expected outcomes and lists the assessment criteria or tools they will use to measure the extent to which they have achieved these outcomes. AUPs also state the budget or resource impact of their unit goals. Units use these estimates to guide internal budget decisions throughout the year and prepare for formal budget planning and hearings in the spring. As shown in Table 8.2.c-1 "LIT Annual Unit Plans - Academic & Student Services," each unit implements their plans and assesses and evaluates whether they have achieved their outcomes throughout the year. At the end of the year, units enter these results into their AUPs and use the results to create action plans that establish the foundation for the following year's unit planning. Once again, goals and objectives are set, with expected outcomes and assessment criteria listed for the new year.

Table 8.2.c-1 LIT Annual Unit Plans – Academic & Student Services			
Academic and Student Services Unit	Prior to 2022	2022- 2023	2023- 2024
Academic Unit			
Allied Health & Sciences Dept.	AUP[6]	AUP[7]	AUP[8]
Business & Technology Dept.	AUP[9]	AUP[10]	AUP[11]
Dean of Instruction (AHSC, TECH)*			AUP[12]*
Dean of Instruction (BSTC, GEDS, PBSS)*			AUP[13]*
Dual Credit		AUP[14]	AUP[15]
General Education & Developmental Studies Dept.	AUP[16]	AUP[17]	AUP[18]

Online Learning	AUP[19]	AUP[20]	AUP[21]
Public Service & Safety Dept.	AUP[22]	AUP[23]	AUP[24]
Technology Dept.	AUP[25]	AUP[26]	AUP[27]
Workforce Training & Continuing Education		AUP[28]	AUP[29]
Student Services Unit			
Academic Advising & Retention*			AUP[30]*
Admissions & Records / Registrar*		AUP[31]*	AUP[32]
Campus Security*			AUP[33]*
Development & Foundation		AUP[34]	AUP[35]
Facility Maintenance	AUP[36]	AUP[37]	AUP[38]
Finance & Accounting		AUP[39]	AUP[40]
Financial Aid		AUP[41]	AUP[42]
Marketing & Public Communications	AUP[43]	AUP[44]	AUP[45]
Placement & Cooperative Education (Career Services)*			AUP[46]*
Technology Services	AUP[47]	AUP[48]	AUP[49]
Testing Center		AUP[50]	AUP[51]
*New unit.			

Assessment of Outcomes Achievement:

In their AUPs, LIT's academic and student services units identify service-oriented outcomes aligned with their mission and purpose within the college. Units also define the assessment criteria or performance measures they will use to assess the extent to which unit-specific outcomes are achieved. Assessment can result from direct or indirect measures. Similar to academic programs, which can measure student success against standards and benchmarks set by accrediting agencies, the state, and the federal government, academic and student services units can compare their success against norms set by peer institutions or established by professional organizations in academic and student services. Another option is for units to establish internal norms against which to measure their success. Data gathered from multiple sources provides objective feedback that measures to what extent outcomes are achieved.

For example, in its 2022-2023 AUP, Dual Credit (DC) set a goal and corresponding outcome to "create and re-visit established pathways to meet the specific needs of our partnered independent school districts." Through this goal and outcome, the Dual Credit office sought to increase the number of student completions and assist the college in meeting Strategic Goal 1, "Increase Student Access, Success, and Reduce Debt," and Strategic Goal 2, "Be more Responsive to the Community and Industry." Maintaining compliance with the Texas Education Agency-Programs of Study, the DC office created crosswalks to benefit students seeking post-secondary credentials while in high school. The DC office established prescriptive program pathways with the independent school districts that allowed for more intentional coursework to be applicable to LIT post-secondary credentials. A comparison of Spring 2022 and Spring 2023 dual credit graduates earning an LIT credential increased by 43%.

Further, in its 2023-2024 AUP, the DC office defined assessment criteria or performance measures of "increasing the number of DC locations by two; increasing the number of pathways by 5%; and increasing the number of DC awards by 10%." One MOU is currently pending with a new early-college high school partner and another new partner is interested in adding LIT WECM courses to their CTE offerings. The Dual Credit office has made generous progress towards the 5% target and plan to implement prescriptive pathway programs into current school district partnerships, as well as new ones. To meet their 10% goal, the DC office is currently pulling a minimum of 100 degree-audits per

month for all seniors participating in dual credit pathways and will begin the formal application for graduation for all eligible students.

The primary goal of academic and student services units is to determine in an ongoing and systematic way whether students are receiving the support services they need to enhance their success and learning experience while at LIT. The AUPs listed above in Table 8.2.c-1 “LIT Annual Unit Plans – Academic & Student Services” include the assessment criteria that the college’s support services have selected to assess their expected outcomes as well as the results of these assessments.

Improvement Based on Analysis of Results:

At the end of an academic year, each academic and student services unit reports the results of its assessments on its AUP (see Table 8.2.c-1 “LIT Annual Unit Plans – Academic & Student Services”). Results are analyzed by members of a unit to determine progress toward achieving the service-oriented outcomes stated in their AUP at the start of the year. These analyses form the basis of a unit’s action plan, the final section of an AUP in which a unit’s members list the steps they will take to improve the services that support education at LIT. Identification of resources (financial, physical, personnel, etc.) needed to make these improvements is an important part of the analysis process and links annual unit planning and assessment to the budget planning process.

In reporting results and developing action plans, a unit’s members do not focus exclusively on their success in achieving expected outcomes. Annual planning and assessment are designed to foster improvement. For this reason, progress toward a goal can be as valuable as meeting a target, just as not meeting a goal can be useful in encouraging improvements in academic and student services. Additionally, even though assessment findings may note “no improvements needed,” a unit’s members develop strategies to strengthen outcomes or generate replacement outcomes, including appropriate annual goals, objectives, assessment measures, and data sources.

A specific example of improving student services is the implementation of a graduate satisfaction survey. Student services felt a survey was needed to evaluate the instruction and services students receive. The graduate satisfaction survey[52] asks students to rate their level of agreement, based on a six-point likert scale (strongly agree to strongly disagree), to statements beginning with their registration process through graduation. Students rate their educational experience in areas including customer service, accessibility, campus safety, instruction, and student activities.

The Fall 2023 graduates evaluated the programs of instruction and student services they encountered during their educational experience at LIT. Over 80% of the graduates indicated they were satisfied with their overall experience. This satisfaction was attributed to from the time of registration, the helpfulness and knowledge of the staff, ease of accessibility, and safety while on campus. Instruction the graduates received while pursuing their education also received a satisfaction level over 80%. This included course content relevant to their program of study as well as their laboratory experiences. Graduates were also satisfied with the instructors being knowledgeable in their disciplines and the delivery of appropriate course content. The graduates interaction with student services related to financial aid, admissions, testing, advising, and counseling also received over 80% satisfaction. Although there was not a lot of participation in student activities, the graduates said that activities were well coordinated. The results of the graduate satisfaction survey[53] provides valuable information that will be used to evaluate and improve academic and student services.

LIT’s Office of Institutional Effectiveness and Assessment (IEA) compiles all AUPs from a given academic year into an Annual Unit Assessment Report[54] that summarizes the results of unit planning and assessment for that year. The report provides results for each academic or student services unit and also highlights results or themes that emerge across units. Distributed to the President and Executive Team, the Annual Unit Assessment Report assists administration in determining the effectiveness of the college’s service units. In this way, the President and Executive Team can identify areas where improvement is needed and allocate resources to enhance these areas. Unit Heads then work with their members to increase effectiveness and use resources efficiently.

Conclusion:

At LIT, academic and student services planning and assessment are continuous processes through which the college's service units identify expected outcomes, assess the extent to which they achieve these outcomes, and improve their practices based on the results of outcomes assessment. Each academic and student services unit contributes to the institution's mission and strategic goals, thus, merging and collectively representing and supporting the college's commitment to student success via a process of continuous quality improvement. Use of assessment results to improve academic and student services is the central focus of this process at LIT.

Section 9 Educational Program Structure and Content

9.1 Educational programs (a.) embody a coherent course of study, (b.) are compatible with the stated mission and goals of the institution, and (c.) are based upon fields of study appropriate to higher education. (*Program content*) [Off-Site/On-Site Review] [CR]

Compliance Status: Compliant

Narrative

Educational programs at Lamar Institute of Technology (LIT) embody a coherent course of study, are compatible with the stated mission and goals, and are based upon fields of study appropriate for higher education. LIT was established by Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 96. Institutions of The Texas State University System, Subchapter E. Lamar University and Related Institutions, Sec. 96.703 "Lamar Institute of Technology" [1] as a lower-division institution of higher education whose primary purpose is to teach technical and vocational courses and related supporting courses. In keeping with LIT's mission[2] to provide innovative teaching and learning for tomorrow's workforce, 90% (70 out of 78) of the awards offered by the institution are technical awards.

Coherence

The college's curriculum committee, academic administration, department chairs, and faculty collaborate to ensure program appropriateness and coherence. Additionally, technical education programs have advisory committees that provide program input based on their experience and expertise in the workforce. With few exceptions, courses used to meet program learning needs are drawn from two Texas Higher Education Coordinating Board (THECB) course catalogs. The Lower Division Academic Course Guide Manual (ACGM [3]) contains lower level academic courses and the Workforce Education Course Manual (WECM)[4] provides approved technical courses. Each manual provides course summaries, learning objectives, credit hour allowances, and recommendations for prerequisite and corequisite courses. If a course is needed, but does not exist in the ACGM or WECM, the proposed course must be submitted to THECB for approval. Courses listed in the ACGM are state approved for general academic transfer to public universities in Texas per Texas Administrative Code, Title 19. Education, Part 1 Texas Higher Education Coordinating Board, CH 4. Rules Applying to All Public Institutions of Higher Education, Subchapter B. Transfer of Credit, Core Curriculum and Field of Study Curricula, Rule 4.24 General Provisions[5]. LIT offers courses using the Texas Common Course Numbering System (TCCNS)[6]. The TCCNS is a cooperative effort among Texas community colleges and universities to align freshman and sophomore level coursework for transfer.

Coherence in sequencing, increasing complexity, and linkages between program components are established at program inception, with advisory committee and faculty input throughout the life of the program to help ensure continued coherence. The initial approval for sequencing of courses is achieved internally by the Curriculum Committee and Executive Team. Program structure is also presented to the TSUS Board of Regents and the Texas Higher Education Coordinating Board for approval prior to program start. Programs have recommended course sequences to help guide

students efficiently and effectively through their degree plan. Table 9.1-1 below demonstrates recommended course sequencing for LIT programs.

Table 9.1-1 LIT Program Documentation						
PROGRAM	Deg /Cert	DEGREE PLAN w/ Sequencing	SCH	Documentation (20/21-22/23)		
				Internal Documents	System Documents	State Documents
Accounting Technology	AAS	ACT[7]	60	AUG 21[8] APR 23 [9]	NOV 21[10] MAY 23[11]	-
Accounting Technology	C1	ACTC[12]	24	APR 23 [13]	MAY 23[14]	-
Logistics & Supply Chain Management	AAS	LSCM[15]	60	JAN 22[16]	FEB 22[17]	X[18]
Logistics Management	C1	LMGT[19]	24	JAN 22[20]	FEB 22[21]	X[22]
Management and Entrepreneurship	AAS	MAEA[23]	60	AUG 21[24]	NOV 21[25]	-
Management and Entrepreneurship	C1	MAEC[26]	18	AUG 21[27]	NOV 21[28]	-
Computer Information Systems	AAS	CIS[29]	60	MAR 21[30] AUG 21[31]	MAY 21[32] NOV 21[33]	-
Game Design Development	C1	GDDC[34]	24	MAR 21[35]	MAY 21[36]	-
SWIFT Programming	C1	SWFT[37]	18	AUG 21[38]	NOV 21[39]	-
Cyber Security and Networking Technology	AAS	CSNT[40]	60	AUG 21[41]	NOV 21[42]	-
Cyber Defense and Support Technology	C1	CDST[43]	24	AUG 21[44]	NOV 21[45]	-
Cosmetology Operator	C1	COSM[46]	30	-	-	-
CJ Security Threat Groups	AAS	CJST[47]	60	-	-	-
CJ Security Threat Groups	C1	CJSC[48]	24	-	-	-
CJ Crime Scene Technician	AAS	CJSI[49]	60	-	-	-
Crime Scene Technician	C1	CCST[50]	24	-	-	-
Basic Peace Officer Certification	C1	LEPA[51]	18	-	-	-
Culinary Arts Certificate	C1	CULA[52]	15	-	-	-
Data Analytics	AAS	DATA[53]	60	MAR 22[54]	MAY 22[55]	X[56]
Data Analytics	C1	DATC[57]	24	MAR 22[58]	MAY 22[59]	X[60]

Dental Hygiene	AAS	DH[61]	68	-	-	-
Graphic Design Technology	AAS	GDTA[62]	60	-	-	-
Graphic Design Certificate	C1	GRDC[63]	24	-	-	-
Diagnostic Medical Sonography	AAS	DMSO[64]	65	MAY 22[65]	AUG 22[66]	-
Diagnostic Cardiac Sonography	AAS	DCSO[67]	65	MAY 22[68]	AUG 22[69]	-
Computer Drafting Technology	AAS	CDT[70]	60	-	-	-
Utility Line Technology	C1	ULTC[71]	35	-	-	-
Commercial Electrical Technology	AAS	ELPT[72]	60	OCT 20[73]	DEC 20[74]	X[75]
Commercial Electrical Technology	C2	CETC[76]	45	OCT 20[77]	DEC 20[78]	X[79]
Electrical Technology	C1	ELPC[80]	18	OCT 20[81]	DEC 20[82]	X[83]
Instrumentation Technology	AAS	INST[84]	60	MAY 22[85]	AUG 22[86]	-
Electronic Instrumentation	C1	ISTC[87]	31	-	-	-
Analyzer Technology	AAS	ANLZ[88]	60	MAR 21[89]	MAY 21[90]	X[91]
Analyzer Technology	C1	ANLC[92]	31	MAR 21[93]	MAY 21[94]	X[95]
Mechatronics	AAS	MECH[96]	60	APR 23[97]	MAY 23[98]	X[99]
EMT-Paramedic AAS	AAS	EMS[100]	60	-	-	-
Paramedic Certificate	C2	EMSP[101]	39	-	-	-
Emergency Medical Technician	C1	EMSB[102]	16	-	-	-
Heating, Ventilation, and Air Conditioning	AAS	HVAC[103]	60	-	-	-
Air Conditioning	C1	RAC1[104]	32	-	-	-
Residential HVAC Installation	C1	HSAC[105]	16	JUN 20[106]	AUG 20 [107]	X[108]
Basic Fire Academy Certificate	C1	FTC[109]	18	-	-	-
Health Information Technology	AAS	HIT[110]	60	JUN 20[111]	AUG 20 [113] AUG 21 [114]	-

				AUG 21 [112]	NOV 21 [115]	
Medical Coding Specialist	C2	HICC[116]	44	JUN 20[117] AUG 21 [118]	AUG 20 [119] AUG 21 [120]	-
Certificate of Health Informatics	C1	HITC[121]	24	JUN 20[122] AUG 21 [123]	AUG 20 [124] AUG 21 [125]	-
Child Care and Development	AAS	CCDA[126]	60	SEP 21[127] APR 23[128]	NOV 21 [129] MAY 23 [130]	-
Child Care Administrator's Certificate	C2	CCDB[131]	30	SEP 21[132] APR 23[133]	NOV 21 [134] MAY 23 [135]	-
Child Development Associate	C1	CDAC[136]	16	APR 23[137]	MAY 23 [138]	-
Industrial Mechanics	AAS	IMT[139]	60	-	-	-
Industrial Mechanics Certificate	C1	IMTC[140]	32	-	-	-
Pharmacy Technician	C1	PHRA[141]	25	-	-	-
Process Operating Technology	AAS	PT[142]	60	MAY 22 [143]	AUG 22 [144]	-
Certificate in Process Operations	C1	PTC[145]	17	-	-	-
Plumbing Technology	C1	PFPB[146]	33	OCT 20[147]	DEC 20[148]	X[149]
Emergency Management and Homeland Security	AAS	HESY[150]	60	-	-	-
Emergency Management and Homeland Security	C1	HEMC[151]	25	-	-	-
Occupational Safety and Health	AAS	OSHA[152]	60	MAY 22 [153]	AUG 22 [154]	-
Occupational Safety and Health	C1	OSHB[155]	24	-	-	-
Environmental Technology Certificate	C1	OSHT[156]	19	-	-	-
Radiologic Technology	AAS	RA[157]	64	APR 23[158]	MAY 23 [159]	-

Real Estate	AAS	RES[160]	60	AUG 21 [161] APR 23[162]	NOV 21 [163] MAY 23 [164]	-
Real Estate Certificate	C1	RESC[165]	24	-	-	-
Respiratory Care	AAS	RSCA[166]	66	FEB 21[167]	MAR 21 [168]	
Automotive Collision Repair Technology	C1	AUCO[169]	15	-	-	-
Advanced Engine Technology	AAS	DMT[170]	60	JAN 21[171]	MAR 21 [172]	-
Advanced Engine Certificate Diesel	C1	DMC[173]	28	JAN 21[174]	MAR 21 [175]	-
Welding Technology	AAS	WLDT[176]	60	JUN 20[177]	AUG 20 [178]	-
Pipe Welding Certificate	C2	WLDP[179]	37	JUN 20 [180]	AUG 20 [181]	X[182]
Structural Welding Certificate	C1	WLDQ[183]	26	JUN 20[184]	AUG 20 [185]	X[186]
SMAW Welding Certificate	C1	WLDG[187]	18	JUN 20 [188]	AUG 20 [189]	X[190]
Academic Core Curriculum	C1	ACCC[191]	42	-	-	-
Biological Science	AS	ASBS[192]	60	-	-	-
Business	AA	AAB[193]	60	APR 23 [194]	MAY 23 [195]	-
Criminal Justice	AS	ASCJ[196]	60	-	-	-
General Studies	AA	ARTS[197]	60	-	-	-
Health Sciences	AS	ASHS[198]	60	MAY 22 [199]	AUG 22 [200]	-
Teaching	AAT	AAT1[201]	60	SEP 21[202]	FEB 22[203]	-
Engineering	AS	ASE[204]	60	OCT 20[205]	DEC 20[206]	X[207]

LIT follows operating guidelines of the THECB regarding the educational role, mission, purpose and responsibility of Texas two-year colleges. Technical programs are developed within the guidelines of the THECB's Guidelines for Instructional Programs in Workforce Education (GIPWE)[208]. GIPWE is a policy manual for both credit and non-credit workforce education programs offered at public institutions of higher education in Texas. The manual provides guidelines for the effective design, development, operation, and evaluation of workforce education programs. Programs undergo a series of internal and external approvals, including Curriculum Committee, Executive Team, Texas State University System (TSUS) Board of Regents, and THECB, as well as SACSCOC when appropriate. Table 9.1-1 above provides samples of documentation (i.e. minutes, motions, degree plans) addressing the issue of appropriateness, mission and/or coherence of programs. Basic degree and residency requirements are established in GIPWE and LIT policy. Information regarding degree and residency requirements are established in LIT Policy 8.31 "Degree Requirements"[209] and published in the *LIT Catalog and Student Handbook*[210].

Compatibility

Lamar Institute of Technology offers a wide range of academic and technical programs in support of its mission. LIT adheres to Texas Administrative Code and THECB guidelines on the length, content, and title of degrees and certificates.

LIT supports its mission and goals by providing affordable, accessible, and innovative teaching and learning to the local community and industry. LIT offers 3 Associate of Arts (AA), 4 Associate of Science (AS), 30 Associate of Applied Science (AAS), 5 Level 2 Certificates, 35 Level 1 Certificates, and one institutional award. Table 9.1-2 "Program-Mission Compatibility" provides examples of how LIT programs align with the mission and goals of the college.

Table 9.1-2 Program-Mission Compatibility	
MISSION: <i>The mission of Lamar Institute of Technology is to provide innovative teaching and learning for tomorrow's workforce.</i>	
Goals:	
<ol style="list-style-type: none"> 1. 1. <i>Increase Student Access, Success, and Reduce Debt</i> 2. 2. <i>Be more Responsive to the Community and Industry</i> 3. 3. <i>Promote Institutional Excellence</i> 	
Dual Credit programs such Computer Networking and Cyber Security, Cosmetology, EMT, and Welding	Dual Credit programs address multiple goals in support of the mission: <ul style="list-style-type: none"> • Prepare tomorrow's workforce • Responsive to community (ISDs) • Increase Student Access and reduces debt (BOR Motion for tuition waiver)
Process operating/Instrumentation	Use Emmerson Lab for innovative, high technology teaching and learning
Widespread technical program participation in Skills USA	Promote Institutional Excellence
Programs leading to state/national certification or licensure: (Police Academy, Fire Academy, EMS, Radiology, Respiratory Care, Sonography, Dental Hygiene)	Prepare tomorrow's workforce
Program Accreditations (sample program accreditations)	Responsive to industry and promote institutional excellence

Appropriateness

Lamar Institute of Technology educational programs are based on fields of study appropriate to higher education. LIT does not have any highly unusual or unique programs. Curriculum comprises of state approved courses from the Lower Division Academic Course Guide Manual (ACGM)[3] and the Workforce Education Course Manual (WECM)[4] organized in compliance with Texas Administrative Code (Title 19. Education, Part I. Texas Higher Education Coordinating Board, Chapter 9. Program Development in Public Two-Year Colleges, Subchapter E. Certificate and Associate Degree Programs, Rule §9.93. "Presentation of Requests and Steps for Implementation of New Degree and Certificate Programs in Career Technical/Workforce Education"[211] and Title 19. Education, Part I. Texas Higher Education Coordinating Board, Chapter 9. Program Development in Public Two-Year Colleges, Subchapter J. Academic Associate Degree and Certificate Programs, Rule §9.183. "Degree Titles, Program Length, and Program Content"[212]) and GIPWE[208] guidance. Courses listed in the ACGM are state approved for general academic transfer to public universities in Texas while universities determine the applicability and transferability of technical courses to their programs. To that end, LIT

has established articulation agreements with several universities to facilitate the transfer of credit and the continuation of students' academic pursuits. Table 9.1-3 identifies articulation agreements between LIT and Texas universities.

Table 9.1-3 Articulation with Texas Universities		
LIT Program	University/Program	Documentation
AA Business	Lamar University BBA General Business	AAB-BBA[214]
AA General Studies	Lamar University BGS General Studies	AGS-BGS[215]
AAS Advanced Engine Technology	Lamar University BS Industrial Technology	AET-BSIT[216]
AAS Commercial Electrical Technology	Lamar University BS Industrial Technology	CET-BSIT[217]
AAS Computer Drafting Technology	Lamar University BS Industrial Technology	CDT-BSIT[218]
AAS Computer Networking and Troubleshooting Technology	Lamar University BS Industrial Technology	CNTT-BSIT[219]
AAS Heating, Ventilation and Air Conditioning	Lamar University BS Industrial Technology	HVAC-BSIT[220]
AAS Industrial Mechanics Technology	Lamar University BS Industrial Technology	IMT-BSIT[221]
AAS Instrumentation Technology	Lamar University BS Industrial Technology	IT-BSIT[222]
AAS Process Operating Technology	Lamar University BS Industrial Technology	
AAS Welding Technology	Lamar University BS Industrial Technology	WT-BSIT[223]
AS Biological Science	Lamar University BS Biology	ASBS-BSB[224]
AS Criminal Justice	Lamar University BS Criminal Justice	ASCJ-BSCJ[225]
	Stephen F. Austin State University	X[226]
	Texas A&M University - Corpus Christi	X[227]
	Abilene Christian University	X[228]

Numerous programs at LIT provide the educational background to meet the educational and training requirements to attain state or national professional certifications or licenses. Table 9.1-4 highlights the relationship between LIT educational programs, professional licenses/certifications, and their related accreditors.

Table 9.1-4 Programs with Professional Licenses/Certifications		

LIT Program	Professional License/ Certification	External Accreditor/Regulator
LEPA	Basic Peace Officer Certification	Texas Commission on Law Enforcement
FTC	Basic Structural Fire Fighter	Texas Commission on Fire Protection
DHYG	Dental Hygienist Certification /License	American Dental Association
RSCA	Therapist Multiple Choice Exam	National Board of Respiratory Care
DMSO	CPR Certification Registered Diagnostic Medical Sonographer Certification <ul style="list-style-type: none"> • Obstetrics & Gynecology • Sogographic Principles & Instrumentation • Abdomen 	American Heart Association American Registry of Diagnostic Medical Sonography
DCSO	CPR Certification Registered Diagnostic Cardiac Sonographer	American Heart Association American Registry of Diagnostic Medical Sonography
RA	American Registry of Radiologic Technicians Certification	American Registry of Radiologic Technicians
HIT	RHIT - Registered Health Information Technician	American Health Information Management Association
EMTB	CPR Emergency Medical Technician (EMT)	American Heart Association National Registry of Emergency Medical Technicians (NREMT)
EMS/EMSP	Paramedic Certification Examination	National Registry of Emergency Medical Technicians (NREMT)
PHRA	Pharmacy Technician Certification	Pharmacy Technician Certification Board
CNTT	CompTIA Network+ CompTIA A+ Microsoft MCSA-Windows Vista	CompTIA CompTIA Microsoft Corporation
CSTA/CSNT	CompTIA Security+ CompTIA A+	CompTIA CompTIA
RES	Texas Real Estate License	Texas Real Estate Commission
HVAC	EPA 608 – Universal EPA 608 – Type II	ESCO Testing ESCO Testing
ULTC	OSHA E T & D	OSHA

	CPR/ First Aid/ AED	American Heart Association
Welding	AWS Welder Qualification 5G	American Society of Mechanical Engineers
	AWS Welder Qualification 6G	American Society of Mechanical Engineers
	AWS Welder Qualification 6G GTA-SMA	American Society of Mechanical Engineers
	AWS Welder Qualification 6G SMAW	American Society of Mechanical Engineers

9.2 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. (Program Length) [CR; Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) offers thirty-six (36) academic and technical degrees based on at least sixty (60) semester credit hours at the associate level and no programs at the baccalaureate, post-baccalaureate, graduate, or professional level. LIT provides an explanation of equivalencies when using units other than semester credit hours. LIT has no degree programs or combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

Required Hours

The Texas Higher Education Coordinating Board (THECB) establishes, and LIT abides by, program length requirements for degrees[1] and certificates[2] as stated in The Guidelines for Instructional Programs in Workforce Education (GIPWE). THECB program length requirements are summarized below in Table 9.2-1.

Table 9.2-1 THECB Program Length Requirements	
Award Type	SCH Parameters
AA/AS	60 SCH
AAS	60 SCH
ATC	16-45 SCH
Cert II	30-51 SCH
Cert I	15-42 SCH

Source: Guidelines for Instructional Programs in Workforce Education

In GIPWE, THECB has identified approved exemptions to the 60 SCH limit for select programs. These exemptions[3] are identified below in Table 9.2-2.

Table 9.2-2 THECB 60 SCH Limit Exemptions			
CIP Code	Program Name	Approved 60 SCH Exemption	LIT SCH
161603	American Sign Language	65	Not Applicable
510707	Cancer Data Management	61	Not Applicable
510602	Dental Hygiene	68	68
510910	Diagnostic Medical Sonography	65	65
510806	Physical Therapist Assistant	66	Not Applicable
510907	Radiation Therapy	65	Not Applicable
510911	Radiologic Technology	64	64
510908	Respiratory Care	66	66

Source: Guidelines for Instructional Programs in Workforce Education

The institution develops both academic and technical degrees with a minimum requirement of sixty (60) semester credit hours. Degrees are developed in compliance with Title 19. Education, Part I. Texas Higher Education Coordinating Board, Chapter 9. Program Development in Public Two-Year Colleges, Subchapter J. Academic Associate Degree and Certificate Programs, Rule §9.183. "Degree Titles, Program Length, and Program Content".[4] Policy 8.31 "Degree Requirements"[5] establishes a 60 semester credit hour requirement for Associate degrees. This requirement is also published in the LIT Catalog and Student Handbook[6]. Table 9.2-3 provides documentation of program development and maintenance in adherence to the established credit hour standard. Column 1 "Program CIP" presents Texas Higher Education Coordinating Board Inventory tracking which illustrates the addition and revision of programs within the established semester credit hour guidelines. The fourth column provides the current approved degree plan for each award, which confirm the semester credit hours.

Table 9.2-3 Development and Maintenance				
Program CIP (Link Demonstrates development and maintenance in adherence of credit hour standards)	PROGRAM	Deg /Cert	DEGREE PLAN w/ Sequencing	SCH
110100[7]	Computer Information Systems	AAS	CIS[8]	60
	Game Design Development	C1	GDDC[9]	24
	SWIFT Programming	C1	SWFT[10]	18
110300[11]	Data Analytics	AAS	DATA[12]	60
	Data Analytics	C1	DATC[13]	24
110500[14]	Cyber Security and Networking Technology	AAS	CSNT[15]	60
	Cyber Defense and Support Technology	C1	CDST[16]	24
120400[17]	Cosmetology Operator	C1	COSM[18]	30
120500[19]	Culinary Arts Certificate	C1	CULA[20]	15
131206[21]	Teaching	AAT	AAT1[22]	60

140101[23]	Engineering	AS	ASE[24]	60
150400[25]	Instrumentation Technology	AAS	INST[26]	60
	Analyzer Technology	AAS	ANLZ[27]	60
	Mechatronics	AAS	MECH[28]	60
	Electronic Instrumentation	C1	ISTC[29]	31
	Analyzer Technology	C1	ANLC[30]	31
150500[31]	Heating, Ventilation, and Air Conditioning	AAS	HVAC[32]	60
	Air Conditioning	C1	RAC1[33]	32
	Residential HVAC Installation	C1	HSAC[34]	16
150700[35]	Occupational Safety and Health	AAS	OSHA[36]	60
	Occupational Safety and Health	C1	OSHB[37]	24
	Environmental Technology Certificate	C1	OSHT[38]	19
151300[39]	Computer Drafting Technology	AAS	CDT[40]	60
190700[41]	Child Care and Development	AAS	CCDA[42]	60
	Child Care Administrator's Certificate	C2	CCDB[43]	30
	Child Development Associate	C1	CDAC[44]	16
240101[45]	General Studies	AA	ARTS[46]	60
	Academic Certificate	C	ACCC[47]	42
260101[48]	Biological Science	AS	ASBS[49]	60
410300[50]	Process Operating Technology	AAS	PT[51]	60
	Certificate in Process Operations	C1	PTC[52]	17
430107[53]	Criminal Justice	AS	ASCJ[54]	60
	CJ Crime Scene Technician	AAS	CJSI[55]	60
	CJ Security Threat Groups	AAS	CJST[56]	60
	Crime Scene Technician	C1	CCST[57]	24
	CJ Security Threat Groups	C1	CJSC[58]	24
	Basic Peace Officer Certification	C1	LEPA[59]	18
430203[60]	Basic Fire Academy Certificate	C1	FTC[61]	18

440400[62]	Emergency Management and Homeland Security	AAS	HESY[63]	60
	Emergency Management and Homeland Security	C1	HEMC[64]	25
460300[65]	Commercial Electrical Technology	AAS	ELPT[66]	60
	Commercial Electrical Technology	C2	CETC[67]	45
	Electrical Technology	C1	ELPC[68]	18
	Utility Line Technology	C1	ULTC[69]	35
460500[70]	Plumbing Technology	C1	PFPB[71]	33
470300[72]	Industrial Mechanics	AAS	IMT[73]	60
	Industrial Mechanics Certificate	C1	IMTC[74]	32
470600[75]	Advanced Engine Technology	AAS	DMT[76]	60
	Advanced Engine Certificate Diesel	C1	DMC[77]	28
	Automotive Collision Repair Technology	C1	AUCO[78]	15
480508[79]	Welding Technology	AAS	WLDT[80]	60
	Pipe Welding Certificate	C2	WLDP[81]	37
	Structural Welding Certificate	C1	WLDQ[82]	26
	SMAW Welding Certificate	C1	WLDG[83]	18
500400[84]	Graphic Design Technology	AAS	GDTA[85]	60
	Graphic Design Certificate	C1	GRDC[86]	24
510000[87]	Health Sciences	AS	ASHS[88]	60
510600[89]	Dental Hygiene	AAS	DH[90]	68
510700[91]	Health Information Technology	AAS	HIT[92]	60
	Medical Coding Specialist	C2	HICC[93]	44
	Certificate of Health Informatics	C1	HITC[94]	24
510805[95]	Pharmacy Technician	C1	PHRA[96]	25
510904[97]	EMT-Paramedic AAS	AAS	EMS[98]	60
	Paramedic Certificate	C2	EMSP[99]	39
	Emergency Medical Technician	C1	EMSB[100]	16
510908[101]	Respiratory Care	AAS	RSCA[102]	66

510910[103]	Diagnostic Cardiac Sonography	AAS	DCSO[104]	65
	Diagnostic Medical Sonography	AAS	DMSO[105]	65
510911[106]	Radiologic Technology	AAS	RA[107]	64
520200[108]	Management and Entrepreneurship	AAS	MAEA[109]	60
	Management and Entrepreneurship	C1	MAEC[110]	18
	Logistics and Supply Chain Management	AAS	LSCM[111]	60
	Logistics Management	C1	LMGT[112]	24
520201[113]	Business	AA	AAB[114]	60
520300[115]	Accounting Technology	AAS	ACT[116]	60
	Accounting Technology	C1	ACTC[117]	24
521500[118]	Real Estate	AAS	RES[119]	60
	Real Estate Certificate	C1	RESC[120]	24

In instances where students are seeking a second degree, LIT has established requirements to ensure appropriate length and unduplicated hours. These requirements are established in policy 8.12 "Second Associate Degree"[121] and published in the Degree Requirements section of the LIT Catalog and Student Handbook[122]. Table 9.2-4 below provides illustration of policy 8.12 application.

Table 9.2-4 Policy 8.12 Application	
Artifact	
Example 1[123]	
Example 2[124]	
Example 3[125]	

Equivalent Hours

While all programs are based on semester credit hours, LIT does allow students to earn credit for courses through Prior Learning Assessment. Prior Learning Assessment is addressed by policy 2.48 [126]. The Prior Learning Assessment Handbook[127] provides guidance for awarding credit hours based on experience or training. Examples of the application of Prior Learning Assessment are provided below in Table 9.2-5.

Table 9.2-5 Prior Learning Assessment	
Program	Documentation
Emergency Medical Services	X[128]
Real Estate	X[129]
Instrumentation	X[130]

Justification of Exceptions

Lamar Institute of Technology has stackable credentials (i.e. certificates embedded within degrees), but has no combined degree programs. No degree program includes fewer than the required number of semester hours.

9.3 The institution requires the successful completion of a general education component at the undergraduate level that:

- a. is based on a coherent rationale.
- b. is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
- c. ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science /mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

(General education requirements)[CR; Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) requires the successful completion of a general education component at the undergraduate level that is based on a coherent rationale, is a substantial component of each undergraduate degree program, and ensures breadth of knowledge.

Coherent Rationale

The identification of general education course requirements at LIT is based on a systemic, coherent rationale that begins at the state level. Texas Education Code, Title 3 Higher Education, Subtitle B. State Coordination of Higher Education, Chapter 61 Texas Higher Education Coordinating Board, Subchapter S Transfer of Credit, Section 61.822 "Transfer of Credits; Core Curriculum"(b)[1] requires a core curriculum for all academic associate degrees. Texas Education Code, Title 3 Higher Education, Subtitle B. State Coordination of Higher Education, Chapter 61 Texas Higher Education Coordinating Board, Subchapter S Transfer of Credit, Section 61.821 "Definitions"[2] defines Core Curriculum as "the curriculum in liberal arts, humanities, and sciences and political, social, and cultural history that all undergraduate students of an institution of higher education are required to complete before receiving an academic undergraduate degree". Texas Administrative Code, Title 19 Education, Part 1 Texas Higher Education Coordinating Board, Chapter 4 Rules Applying to All Public Institutions of Higher Education in Texas, Subchapter B Transfer of Credit, Core Curriculum and Field of Study Curricula, Rule 4.28 "Core Curriculum"[3] establishes foundational component areas which make up the Core Curriculum. Table 9.3-1 identifies the Texas Core Curriculum Foundational Component Areas. Additionally, per Texas Education Code, Title 3 Higher Education, Subtitle B. State Coordination of Higher Education, Chapter 61 Texas Higher Education Coordinating Board, Subchapter S Transfer of Credit, Section 61.822 "Transfer of Credits; Core Curriculum"(c)[4], "if a student successfully completes the core curriculum at an institution of higher education, the block of courses may be transferred to any other institution of higher education and must be substituted for the receiving institution's core curriculum."

Table 9.3-1 Texas Core Curriculum Foundational Component Areas		
Foundational Component Area	SCH Requirements	Descriptions

Communication	6	<ul style="list-style-type: none"> • Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. • Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.
Mathematics	3	<ul style="list-style-type: none"> • Courses in this category focus on quantitative literacy in logic, patterns, and relationships. • Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.
Life and Physical Sciences	6	<ul style="list-style-type: none"> • Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. • Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.
Language, Philosophy, and Culture	3	<ul style="list-style-type: none"> • Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. • Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.
Creative Arts	3	<ul style="list-style-type: none"> • Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. • Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.
American History	6	<ul style="list-style-type: none"> • Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. • Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.
Government /Political Science	6	<ul style="list-style-type: none"> • Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. • Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.
Social and		<ul style="list-style-type: none"> • Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Behavioral Sciences	3	<ul style="list-style-type: none"> Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.
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The Texas Higher Education Coordinating Board (THECB) further addresses the general education requirements of applied associate degrees in the Guidelines for Instructional Programs in Workforce Education, Chapter 3 Workforce Education Programs, Section E. Characteristics of Applied Associate Degrees, Subsection 4 "General Education Requirements"[5], which states that "each applied associate degree must have a minimum of 15 semester hours in general education courses." The general education requirement for applied associate degrees requires a minimum of 3 SCH in each of the following areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences /Mathematics. Table 9.3-2 reflects the THECB Required General Education Courses by Texas Core Curriculum Foundational Component Area.

Table 9.3-2 THECB Required General Education Courses by Texas Core Curriculum Component Area		
Humanities/Fine Arts	Social/Behavioral Science	Natural Science and Math
Communication	American History	Mathematics
Language, Philosophy, and Culture	Government/Political Science	Life and Physical Sciences
Creative Arts	Social and Behavioral Sciences	

LIT's mission[6] statement and strategic planning goals also mandate a quality education as we continually provide "innovative teaching and learning for tomorrow's workforce" while increasing "student access, success and reduce debt"

While the state provides required foundational component areas in each of the general education competencies, program leadership and faculty decide which specific course(s) best support student achievement of individual program outcomes. The general education component applies equally to every degree regardless of the method of instruction (face-to-face or online). These course selections are based on a variety of factors including: current best practices, program-specific accreditation requirements, a review of peer institutions and the literature. A key factor in the decision of which general education courses are required for each program is the skills and knowledge required in that specific profession. For example, students who select the Associate of Arts in Teaching degree will take College Algebra as it is a required course when they transfer to a four year institution to complete a bachelor's level teaching degree. Students majoring in process technology take Contemporary Mathematics as it is a better fit for the tasks required after graduation.

Substantial Component

Lamar Institute of Technology employs multiple measures to ensure that general education represents a substantial component of the undergraduate degree programs we offer.

According to Texas Education Code, Title 3 Higher Education, Subtitle B. State Coordination of Higher Education, Chapter 61 Texas Higher Education Coordinating Board, Subchapter S Transfer of Credit, Section 61.822 "Transfer of Credits; Core Curriculum"(b)[1], "each institution of higher education shall adopt a core curriculum of no less than 42 semester credit hours, including specific courses comprising the curriculum. An institution may have a core curriculum of other than 42 semester credit hours only if approved by the board. The board by rule may approve a core curriculum of fewer than 42 semester credit hours for an associate degree program if the board determines that the approval

would facilitate the award of a degree or transfer of credit consistent with this subchapter." LIT's core curriculum requires 42 SCH of general education credits for AA and AS degrees. LIT's general education requirements are 15 SCH for applied associate degrees, in alignment with Guidelines for Instructional Programs in Workforce Education, Chapter 3 Workforce Education Programs, Section E. Characteristics of Applied Associate Degrees, Subsection 4 "General Education Requirements[5].

LIT Policy 8.31 "Degree Requirements"[7] aligns with state requirements for general education courses in academic and applied associate degrees. Table 9.3-3 demonstrates the general education requirements for LIT programs.

Table 9.3-3 General Education SCHs per Degree Program				
Program	Total SCH	General Education SCH	General Education as a % of Total SCH	Sample DegreeWorks
Accounting Technology AAS [8]	60	15	25%	X[9]
Management and Entrepreneurship AAS[10]	60	15	25%	X[11]
Logistics and Supply Chain Management [12]	60	15	25%	Fall 2024 Implementation
Computer Information Systems AAS [13]	60	15	25%	X[14]
Cyber Security & Networking Technology AAS[15]	60	15	25%	X[16]
CJ Security Threat Groups AAS[17]	60	15	25%	X[18]
CJ Crime Scene Technician AAS[19]	60	19	32%	X[20]
Data Analytics AAS [21]	60	15	25%	Spring 2024 Implementation
Dental Hygiene AAS [22]	68	28	41%	X[23]
Graphic Design Technology AAS[24]	60	15	25%	X[25]
Diagnostic Medical Sonography AAS[26]	65	23	35%	X[27]
Diagnostic Cardiac Sonography AAS[28]	65	23	35%	X[29]
Computer Drafting Technology AAS[30]	60	15	25%	X[31]
Commercial Electrical Technology AAS[32]	60	15	25%	X[33]
Instrumentation Technology AAS[34]	60	19	32%	X[35]

Analyzer Technology AAS[36]	60	19	32%	X[37]
Mechatronics AAS [38]	60	15	25%	Spring 2024 Implementation
EMT-Paramedic AAS [39]	60	16	27%	X[40]
Heating, Ventilation, and Air Conditioning AAS[41]	60	18	30%	X[42]
Health Information Technology AAS[43]	60	17	28%	X[44]
Child Care and Development AAS [45]	60	15	25	X
Industrial Mechanics AAS[46]	60	15	25%	X[47]
Process Operating Technology AAS[48]	60	23	38%	X[49]
Emergency Management and Homeland Security AAS[50]	60	15	25%	X[51]
Occupational Safety and Health AAS[52]	60	23	38%	X[53]
Radiologic Technology AAS[54]	64	16	25%	X[55]
Real Estate AAS[56]	60	18	30%	X[57]
Respiratory Care AAS[58]	60	20	33%	X[59]
Advanced Engine Technology AAS[60]	60	15	25%	X[61]
Welding Technology AAS[62]	60	15	25%	X[63]
Biological Science AS[64]	60	42	70%	X[65]
Business AA[66]	60	42	70%	X[67]
Criminal Justice AS [68]	60	42	70%	X[69]
General Studies AA [70]	60	42	70%	X[71]
Health Sciences AS [72]	60	42	70%	X[73]
Teaching AAT[74]	60	42	70%	X[75]
Engineering AS[76]	60	42	70%	X[77]

As a final measure to ensure completion of the substantial general education component required by LIT, academic advisors use DegreeWorks, a degree audit program that updates in real time and traces each course through the nine components of the general education core requirements as well as the courses that relate directly to each major, and the LIT catalog to verify that all student course

selections adhere to established requirements and are tracked to completion. As a student nears graduation, he or she must also submit an intent to graduate form, and that form instigates a process whereby the department chairs and student services carefully review the academic transcript of each graduation candidate to be sure that all requirements have been met. The synergy of these multiple measures helps ensure that general education represents a substantial component of all degree programs at LIT, as shown in Table 9.3-4 “General Education Credit Hours Requirements per Degree Type.”

Table 9.3-4 General Education Credit Hour Requirements per Degree Type			
Degree	Total Credit Hours	Minimum General Education Credit Hours	Minimum Percent General Education
Associate of Arts (AA)	60	42	70%
Associate of Science (AS)	60	42	70%
Associate of Applied Science (AAS)	60	15	25%

Breadth of Knowledge

The goal of the general education component of our associate degrees is to provide a breadth of knowledge that enables our graduates to be productive and active citizens in their communities, part of our mission to provide innovative teaching and learning for tomorrow’s workforce. LIT ensures that all degree programs have a breadth of knowledge through general education requirements as illustrated above in Tables 9.3-3. Additionally, Table 9.3-5 illustrates types of courses that may be used to meet general education requirements for applied associate degrees as is illustrated in the Catalog and Student Handbook[78].

Table 9.3-5 Course Applicability to General Education Requirements for Applied Associate Degrees		
Humanities/Fine Arts	Social/Behavioral Science	Natural Science & Math
Classical Languages	Anthropology	Biology
Cultural Studies	Economics	Chemistry
Drama/Arts/Music	Government	Computer Science
Ethics	History	Geology
Humanities	Psychology	Math
Journalism	Sociology	Physics
Literature		Philosophy

Lamar Institute of Technology ensures that each student who completes an academic associate degree has a breadth of knowledge via the core curriculum by requiring the 42 SCH of general education classes to come from nine Foundational Component Areas. The breakdown of SCH requirements and course options for each foundational component area, which demonstrates breadth of knowledge is provided in Table 9.3-6.

Table 9.3-6 Core Courses for Each Category		
Category	SCH	Course Options

Communication	6	ENGL1301 Composition I – 3 SCH SPCH1315 Public Speaking – 3 SCH
Mathematics	3	MATH1314 College Algebra – 3 SCH MATH1332 Contemporary Mathematics – 3 SCH
Life and Physical Sciences	6	BIOL1306 Biology for Science Majors I – 3 SCH BIOL1307 Biology for Science Majors II – 3 SCH BIOL2301 Anatomy and Physiology I – 3 SCH BIOL2302 Anatomy and Physiology II – 3 SCH BIOL2320 Microbiology for Non Science Majors – 3 SCH CHEM1306 Introductory Chemistry I – 3 SCH CHEM1311 General Chemistry I – 3 SCH CHEM1312 General Chemistry II – 3 SCH PHYS 1305 Elementary Physics I – 3 SCH PHYS1105 – Elementary Physics Lab I – 1 SCH
Language, Philosophy and Culture	3	ENGL2321 British Literature – 3 SCH ENGL2326 American Literature – 3 SCH PHIL1301 Introduction to Philosophy – 3 SCH
Creative Arts	3	ARTS1301 Art Appreciation – 3 SCH HUMA1315 Fine Arts Appreciation – 3 SCH
American History	6	HIST1301 United States History I – 3 SCH HIST 1302 United States History II – 3 SCH
Government /Political Science	6	GOVT2305 Federal Government – 3 SCH GOVT2306 Texas Government – 3 SCH
Social and Behavioral Sciences	3	ECON 2301 Principles of Macroeconomics – 3 SCH ECON2302 Principles of Microeconomics – 3 SCH PSYC2301 General Psychology – 3 SCH SOC11301 Introduction to Sociology – 3 SCH SOC11306 Social Problems – 3 SCH
Component Area Option	6	ARTS1301 Art Appreciation – 3 SCH BIOL1106 Biology for Science majors I (Lab) – 1 SCH BIOL1107 Biology for Science majors II (Lab) – 1 SCH BIOL1306 Biology for Science Majors I – 3 SCH BIOL1307 Biology for Science Majors II – 3 SCH BIOL2101 Anatomy and Physiology I (Lab) – 1 SCH BIOL2102 Anatomy and Physiology II (Lab) – 1 SCH BIOL2120 Microbiology for Non-science Majors (Lab) – 1 SCH BIOL2301 Anatomy and Physiology I – 3 SCH BIOL2302 Anatomy and Physiology II – 3 SCH BIOL2320 Microbiology for Non Science Majors – 3 SCH CHEM1106 Introductory Chemistry I (Lab) – 1 SCH CHEM1111 General Chemistry I (Lab) – 1 SCH CHEM1112 General Chemistry II (Lab) – 1 SCH CHEM1306 Introductory Chemistry I – 3 SCH CHEM1311 General Chemistry I – 3 SCH CHEM1312 General Chemistry II – 3 SCH ECON 2301 Principles of Macroeconomics – 3 SCH ECON2302 Principles of Microeconomics – 3 SCH ENGL1302 Composition II – 3 SCH ENGL2321 British Literature – 3 SCH ENGL2326 American Literature – 3 SCH HUMA1315 Fine Arts Appreciation – 3 SCH MATH1314 College Algebra – 3 SCH MATH1332 Contemporary Mathematics – 3 SCH

	PHIL1301 Introduction to Philosophy – 3 SCH PSYC2301 General Psychology – 3 SCH SOCI1301 Introduction to Sociology – 3 SCH SOCI1306 Social Problems – 3 SCH SPCH1318 Interpersonal Communication – 3 SCH
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This arrangement allows our students to be comfortably versed in written and spoken communication, basic scientific process and theory, various culture and value systems, and computational thinking process. Our students are armed with the information they need to be productive citizens in their local communities.

We know that our core courses meet college level standards through a periodic review of a core assignment for core course.



Figure 9.3-1
Core Assessment Cycle

If there were to be a variation in the general education requirements across a major, the changes would have to be approved by the curriculum committee. The task of this committee is to ensure that all requirements are met before a change can be implemented; helping to prevent any change that would eliminate a crucial component of the core curriculum, and reducing the likelihood that there would be a situation where a degree plan failed to include the required general education courses.

Lamar Institute of Technology identifies our humanities[79] and arts[80] courses with the term “appreciation.” These courses are described in the course catalog and are listed in DegreeWorks under the Creative Art category. We offer these courses based on the course descriptions in the Academic Course Guide Manual, and we have credentialed instructors with 18 or more hours of graduate coursework in at least one visual or performing art form.

We clearly state, online and in any printed catalog materials, the general education course requirements. A student may follow the published Recommended Course of Study and/or may work with a campus advisor who is trained in the requirements for graduation. Transfer students have their transcripts approved through transcript specialists who examine the course descriptions of the original campus and match each course with its nearest match from our catalog.

9.4 At least 25 percent of the credit hours required for an undergraduate degree are earned through

instruction offered by the institution awarding the degree. (*Institutional credits for a nundergraduate degree*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) requires that at least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by LIT. Policies regarding transfer credit and degree requirements are disseminated on the website in Policies and Procedures; 2.47 "Transfer Policy"[1], 2.48 "Experiential Learning Policy"[2], and 8.31 "Degree Requirements"[3]. This information is also stated in the catalog[4] [5].

Transcripts of students transferring into LIT are reviewed by the Transcript Evaluator. LIT tracks degree progress using DegreeWorks. LIT ensures that credits “earned through instruction offered by the institution” does not include coursework transferred from other institutions, prior learning assessments, AP or CLEP credits (or credit by examination), or credits earned through a consortium that did not originate from the institution. Credits earned outside the institution are clearly designated on LIT transcripts and in DegreeWorks as illustrated in Table 9.4-1. The Manager of Admissions and Enrollment Services evaluates the DegreeWorks of each graduation candidate to ensure criteria are met.

Sample	Transcript	DegreeWorks
AAB	X[6]	X[7]
AAT	X[8]	X[9]
ARTS	X[10]	X[11]
ASCJ	X[12]	X[13]
CJSI	X[14]	X[15]
CSNT	X[16]	X[17]
DMSO	X[18]	X[19]
HIT	X[20]	X[21]
INST	X[22]	X[23]
PT	X[24]	X[25]

- 9.5** At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (*Institutional credits for a graduate-professional degree*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) does not offer graduate or post-baccalaureate professional degrees.

- 9.6** Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and a restructured (a.) to include knowledge of the literature of the discipline and (b.) to ensure engagement in research and/or appropriate professional practice and training. (*Post-baccalaureate rigor and curriculum*)

Compliance Status: Compliant**Narrative**

Lamar Institute of Technology (LIT) does not offer graduate or post-baccalaureate professional degrees.

- 9.7** The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs. (*Program requirements*)

Compliance Status: Compliant**Narrative**

The institution publishes requirements for its undergraduate and non-credited professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs.

Program Requirements

Program requirements for all degrees and certificates offered by the College are published as hyperlinked in Table 9.7-1 "Program Requirements." These requirements are clearly, completely, and consistently published digitally and in print format in a variety of different publications, as noted. Additional publications are available for select programs to promote community awareness, enhance marketing based on the job market, and for general recruiting purposes. Student majors are defined in terms of a specific program. Programmatic requirements beyond the prescribed curriculum (e.g., performance on external examinations, background checks, health requirements, and adherence to technical standards) are published in conjunction with the prescribed curriculum. These additional requirements are typically determined based on program-level accreditation standards and local affiliation agreements.

Table 9.7-1 Program Requirements				
Program	Credential	Publish Location		
		Catalog	Webpage	Brochure
Biological Sciences	AS	X[1]	Program Webpage[2] Degree Webpage[3]	X[4]
Child Care Administrator	C2	X[5]	Program Webpage[6] Degree Webpage[7]	X[8]
Child Development Associate	C1	X[9]	Program Webpage[10] Degree Webpage[11]	X[8]
Child Care and Development	AAS	X[12]	Program Webpage[13] Learn More[14] Degree Webpage[15]	X[8]
Dental Hygiene	AAS	X[16]	Program Webpage[17] Learn More[18] Degree Webpage[19]	X[20]
Diagnostic Cardiac Sonography	AAS	X[21]	Program Webpage[22] Learn More[23] Degree Webpage[24]	X[25]
Diagnostic Medical Sonography	AAS	X[26]	Program Webpage[27] Learn More[28] Degree Webpage[29]	X[30]

Environmental Technology	C1	X[31]	Program Webpage[32] Degree Webpage[33]	X[34]
Health Informatics	C1	X[35]	Program Webpage[36] Degree Webpage[37]	X[38]
Health Information Technology	AAS	X[39]	Program Webpage[40] Learn More[41] Degree Webpage[42]	X[43]
Health Sciences	AS	X[44]	Program Webpage[45] Degree Webpage[46]	X[47]
Medical Coding Specialist	C2	X[48]	Program Webpage[49] Degree Webpage[50]	X[51]
Occupational Safety and Health, A.A.S	AAS	X[52]	Program Webpage[53] Degree Webpage[54]	X[55]
Occupational Safety and Health	C1	X[56]	Program Webpage[57] Degree Webpage[58]	X[55]
Pharmacy Technician	C1	X[59]	Program Webpage[60] Degree Webpage[61]	X[62]
Radiologic Technology	AAS	X[63]	Program Webpage[64] Learn More[65] Degree Webpage[66]	X[67]
Respiratory Care	AAS	X[68]	Program Webpage[69] Learn More[70] Degree Webpage[71]	X[72]
Accounting Technology	AAS	X[73]	Program Webpage[74] Degree Webpage[75]	X[76]
Accounting Technology	C1	X[77]	Program Webpage[78] Degree Webpage[79]	X[76]
Business	AA	X[80]	Program Webpage[81] Degree Webpage[82]	X[83]
Computer Information Systems	AAS	X[84]	Program Webpage[85] Learn More[86] Degree Webpage[87]	X[88]
Cosmetology Operator	C1	X[89]	Program Webpage[90] Degree Webpage[91]	X[92]
Culinary Arts	C1	X[93]	Program Webpage[94] Degree Webpage[95]	
Cyber Defense and Support Technology	C1	X[96]	Program Webpage[97] Degree Webpage[98]	X[99]
Cyber Security and Networking Technology	AAS	X[100]	Program Webpage[101] Degree Webpage[102]	X[99]
Data Analytics	C1	X[103]	Program Webpage[104] Degree Webpage[105]	X[106]
Data Analytics	AAS	X[107]	Program Webpage[108] Degree Webpage[109]	X[106]
Game Design	C1	X[110]	Program Webpage[111] Degree Webpage[112]	X[113]

Graphic Design	AAS	X[114]	Program Webpage[115] Degree Webpage[116]	X[117]
Graphic Design	C1	X[118]	Program Webpage[119] Degree Webpage[120]	X[117]
Logistics and Supply Chain Management	AAS	X[121]	Program Webpage[122] Degree Webpage[123]	X[124]
Logistics Management	C1	X[125]	Program Webpage[126] Degree Webpage[127]	X[124]
Management and Entrepreneurship	AAS	X[128]	Program Webpage[129] Degree Webpage[130]	X[131]
Management and Entrepreneurship	C1	X[132]	Program Webpage[133] Degree Webpage[134]	X[131]
Real Estate	AAS	X[135]	Program Webpage[136] Degree Webpage[137]	X[138]
Real Estate	C1	X[139]	Program Webpage[140] Degree Webpage[141]	X[138]
SWIFT Programming	C1	X[142]	Program Webpage[143] Degree Webpage[144]	
General Studies	AA	X[145]	Program Webpage[146] Degree Webpage[147]	X[148]
Teacher Education	AAT	X[149]	Program Webpage[150] Degree Webpage[151]	X[152]
Basic Fire Academy	C1	X[153]	Program Webpage[154] Learn More[155] Degree Webpage[156]	X[157]
Basic Peace Officer	C1	X[158]	Program Webpage[159] Learn More[160] Degree Webpage[161]	X[162]
Crime Scene Technician	AAS	X[163]	Program Webpage[164] Degree Webpage[165]	X[166]
Crime Scene Technician	C1	X[167]	Program Webpage[168] Degree Webpage[169]	X[166]
Criminal Justice Security Threat Groups	AAS	X[170]	Program Webpage[171] Degree Webpage[172]	X[173]
Criminal Justice	AS	X[174]	Program Webpage[175] Degree Webpage[176]	X[173]
Emergency Management and Homeland Security	AAS	X[177]	Program Webpage[178] Degree Webpage[179]	X[180]
Emergency Management and Homeland Security	C1	X[181]	Program Webpage[182] Degree Webpage[183]	X[180]

Emergency Medical Technician	C1	X[184]	Program Webpage[185] Degree Webpage[186]	X[187]
Paramedic	C2	X[188]	Program Webpage[189] Degree Webpage[190]	X[187]
EMT - Paramedic	AAS	X[191]	Program Webpage[192] Degree Webpage[193]	X[187]
Security Threat Groups	C1	X[194]	Program Webpage[195] Degree Webpage[196]	X[173]
Advanced Engine / Diesel	C1	X[197]	Program Webpage[198] Degree Webpage[199]	X[200]
Advanced Engine Technology	AAS	X[201]	Program Webpage[202] Degree Webpage[203]	X[200]
Air Conditioning	C1	X[204]	Program Webpage[205] Degree Webpage[206]	X[207]
Analyzer Technology	AAS	X[208]	Program Webpage[209] Degree Webpage[210]	X[211]
Analyzer Technology	C1	X[212]	Program Webpage[213] Degree Webpage[214]	X[211]
Automotive Collision Repair Technology	C1	X[215]	Program Webpage[216] Degree Webpage[217]	
Commercial Electrical Technology	AAS	X[218]	Program Webpage[219] Degree Webpage[220]	X[221]
Commercial Electrical Technology	C2	X[222]	Program Webpage[223] Degree Webpage[224]	X[221]
Computer Drafting Technology	AAS	X[225]	Program Webpage[226] Degree Webpage[227]	X[228]
Electrical Technology	C1	X[229]	Program Webpage[230] Degree Webpage[231]	X[232]
Electronic Instrumentation	C1	X[233]	Program Webpage[234] Degree Webpage[235]	X[236]
Engineering	AS	X[237]	Program Webpage[238] Degree Webpage[239]	X[240]
Heating, Ventilation and Air Conditioning	AAS	X[241]	Program Webpage[242] Degree Webpage[243]	X[207]
Industrial Technology	AAS	X[244]	Program Webpage[245] Degree Webpage[246]	X[247]
Industrial Technology	C1	X[248]	Program Webpage[249] Degree Webpage[250]	X[247]
Instrumentation Technology	AAS	X[251]	Program Webpage[252] Degree Webpage[253]	X[254]
Mechatronics	AAS	X[255]	Program Webpage[256] Degree Webpage[257]	

Pipe Welding	C2	X[258]	Program Webpage[259] Degree Webpage[260]	X[261]
Plumbing Technology	C1	X[262]	Program Webpage[263] Degree Webpage[264]	X[265]
Process Operating Technology	AAS	X[266]	Program Webpage[267] Degree Webpage[268]	X[269]
Process Operations	C1	X[270]	Program Webpage[271] Degree Webpage[272]	X[269]
Residential HVAC Installation	C1	X[273]	Program Webpage[274] Degree Webpage[275]	X[207]
SMAW Welding	C1	X[276]	Program Webpage[277] Degree Webpage[278]	
Structural Welding	C1	X[279]	Program Webpage[280] Degree Webpage[281]	X[261]
Utility Line Technology	C1	X[282]	Program Webpage[283] Degree Webpage[284]	X[285]
Welding Technology	AAS	X[286]	Program Webpage[287] Degree Webpage[288]	X[261]

Prior to making an enrollment decision, prospective students have a variety of ways to gain an understanding of specific program requirements. As shown in Table 9.7-1, program requirements are available in the Course Catalog on the LIT website. Information about the program is also shared on the program webpage and via an informational rack card, which contains a QR code linking to the webpage. Staff of the Student Success Department assist students in selecting a program based on career interests and educational goals. They also provide guidance with admissions, registration and financial aid. The College recruiter, academic advisors, and faculty, provide prospective students with answers to questions regarding successful completion of their program of interest. In addition, all first-time-in-college and transfer students are highly encouraged to attend New Eagle Orientation, and meet with advisors to ensure that they understand all program requirements for successful completion prior to enrolling.

Conformity to Commonly Accepted Standards and Practices

Program curriculum and degree requirements at LIT adhere to commonly accepted higher education standards and practices as illustrated in Table 9.1-1 “Program Requirements.” All programs identify an appropriate number of semester hours, provide coherent courses of study appropriate to each level of higher education, identify all program requirements and list any prerequisite courses (as applicable). All program-specific requirements are clearly articulated, including any required general education courses.

In order to earn an associate degree, a student must meet all admission requirements, complete the Core Curriculum, complete a Recommended Program of Study, complete 25 percent of coursework in the Recommended Program of Study at Lamar Institute of Technology, earn at least a 'C' in all program specific courses, credit for general education courses may be awarded a 'D' or better, a minimum of a 2.0 Cumulative Grade Point Average for all courses within the Recommended Program of Study, complete the College Success Skills Course (DORI 0200) or be exempt and successfully complete all Texas Success Initiative (TSI) requirements.

In order to receive a certificate, a student must meet all admission requirements, complete a Recommended Program of Study for a certificate award, earn at least a 'C' in all program specific course(s), credit for general education courses may be awarded a 'D' or better, complete additional requirements of individual programs and complete the College Success Skills Course (DORI 200) if required for the certificate.

The College's executive and academic administration, department chairs and faculty are actively involved and regularly review programs to ensure the program conforms to commonly accepted standards and practices. For all instructional areas, conformance to commonly accepted standards and practices is ensured through strict adherence to the Texas Common Course Numbering System (TCCNS[289]) and Texas Higher Education Coordinating Board guidelines such as The Guidelines for Instructional Programs in Workforce Education (GIPWE[290]), the Workforce Education Course Manual (WECM[291]), and the Lower Division Academic Course Guide Manual (ACGM[292]). This has been further validated through individual articulation agreements with local universities (Lamar University[293], Stephen F. Austin University[294], and Texas A&M University - Corpus Christi[295]). Common prerequisites and corequisites are identified in the College Catalog[296] and provide linkages between and among program components.

To further ensure conformance to commonly accepted standards and practices, program development and revisions must be approved by the faculty-led Curriculum Committee. Following approval by the Curriculum Committee, proposals are reviewed by the Instructional Council and Executive Team, leading to Presidential approval. Once approved at the institutional level, proposals are submitted to the Texas State University System Board of Regents and the Texas Higher Education Coordinating Board. This approval process is conducted holistically by including program faculty, instructional supervisors, subject matter experts, administrators, and other key College stakeholders. When program requirements change, notification updates are posted to the catalog and website.

Section 10 Educational Policies, Procedures, and Practices

- 10.1** The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution. *(Academic policies)*

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.

Principles of Good Educational Practice

LIT academic policies are designed to promote quality graduates and ensure compliance with system, state, and accreditor regulations. The academic policies provide a consistent and structured learning environment conducive to learning as LIT works to achieve its mission[1] to provide innovative teaching and learning for tomorrow's workforce.

LIT's academic policies are informed by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Texas Statutes, Texas Administrative Code, The Texas Higher Education Coordinating Board, programmatic accrediting bodies and Texas State University System policy. Table 10.1-1 illustrates LIT academic policies and procedures and provides evidence of their application.

Policy	Implementation example
2.21 Classroom Conduct[2]	Example 1[3] Example 2[4] (online)
2.41 Incomplete Grade Policy[5]	Example 1[6] Example 2[7]

2.44 Distance Education[8]	Example 1[9] Example 2[10]
2.47 Transfer Policy[11]	Example 1[12] Example 2[13]
2.48 Experiential Learning Policy[14]	Example 1[15] Example 2[16] Example 3[17]
8.1 Schedule Changes[18]	Example 1[19] Example 2[20]
8.9 Class Attendance[21]	Syllabus Example[22] Starfish Example[23]
8.10 Grading[24]	Example[25]
8.13 Change of Major[26]	Example 1[27] Example 2[28]
8.20 College Success Skills Course[29]	Example 1[30] Example 2[31]
8.21 Grade Replacement[32]	Example 1[33] Example 2[34]
8.24 Academic Dishonesty[35]	Example: Step 1[36] Step 2[37] Step 3[38]
8.29 Academic Fresh Start[39]	Example 1[40] Example 2[41]
8.31 Degree Requirements[42]	Example[43]
8.35 Syllabus Required[44]	Template[45] Website[46] Online Example[47] Face to Face/OCIS Example[48]

Implementation

Academic policies can be initiated from any number of sources, including staff, faculty, college committees, and administrators. Once an academic policy draft has been developed, it is vetted through appropriate college committees to the Executive Team for Presidential approval. TEXAS EDUCATION CODE, TITLE 3. HIGHER EDUCATION, SUBTITLE E. THE TEXAS STATE UNIVERSITY SYSTEM, CHAPTER 95. ADMINISTRATION OF THE TEXAS STATE UNIVERSITY SYSTEM, SUBCHAPTER A. ADMINISTRATIVE PROVISIONS, Sec. 95.01 BOARD OF REGENTS[49] vests the organization, control, and management of the state university system in the Texas State University System (TSUS) Board of Regents. TSUS RULES AND REGULATIONS, CHAPTER IV, 2.1 AUTHORITY and 2.2 DELEGATION OF AUTHORITY[50] give the President the responsibility and authority to administer LIT. LIT Policy 1.1 Policy Manual Purpose[51] establishes that policies “are subject to review and change as approved by Executive Team and/or the President.”

A comprehensive policy review was initiated in 2023 and all policies are being set on a 5-year review cycle to ensure relevancy and promote awareness. Once the creation or revision of a policy or procedure has been approved, it becomes effective on that date, unless otherwise specified.

Policies are published publicly on the college website. Additionally, LIT Policy 1.1 Policy Manual Purpose[51] requires that a copy of the Policies and Procedures Manual be kept for review in Human Resources and in each department.

Accurate Representation

LIT policies and procedures accurately represent and apply to all educational programs and services, regardless of location, delivery method, or student type unless specifically identified within the policy or procedure.

- 10.2** The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. *(Public information)***[Off-Site/On-Site Review]**

Compliance Status: Compliant

Narrative

Lamar Institute of Technology makes available to students and the public current academic calendars [1], grading policies[2], cost of attendance[3] and refund policies[4]. This information is accessible to all students regardless of delivery location or mode of instruction (e.g., face-to-face, dual campus or online) through the Course Catalog and the College's website. The current Course Catalog and catalogs from the previous two years can be found on the website under "Admissions[5]."

LIT has several publications designed to disseminate information, including print and electronic media, to all students and the public. Regardless of the type of publication, LIT Policy 2.26[6] requires that 1) publications are approved before publishing, 2) the correct SACSCOC accreditation statement is used, and 3) publications reflect the TSUS publication guidelines.

To ensure LIT publications accurately reflect the programs and services offered by the institution, each document must pass through a series of examinations before changes, additions, or deletions are made. The LIT 2022-23 Catalog and Student Handbook, for example, is reviewed and updated annually by program directors/coordinators, department chairs, marketing director, Finance Office, Student Services Office, Dean(s) of Instruction, and Executive Vice President/Provost, prior to publication to ensure its accuracy. Similarly, the LIT Class Schedule[7] is reviewed and approved every semester prior to publication. A review process is also enforced regarding electronic media. The Director of Marketing works with the appropriate departments to update and monitor information on the webpage for compliance with LIT policies. The LIT Facebook account is also monitored by the Director of Public Information. In all cases, the information accurately represents the educational programs, services, policies and procedures of LIT.

Academic Calendar

The academic calendar, as shown in Figure 10.2-1 "Academic Calendar" is available on the College website[8], in the Course Catalog[1]. It is separated by academic term: fall, winter mini, spring, may mini and summer.

2023-2024 COLLEGE CALENDAR					
Lamar Institute of Technology	Academic Dates and Deadlines				
	Fall 2023	Winter Mini 2023	Spring 2024	May Mini 2024	Summer 2024
Faculty Return	August 14	-	January 8	-	-
First Day for Intent to Graduate	September 1	-	February 1	-	-
First Day to Apply for Graduation	October 2	-	March 18	-	-
Last Day to Apply for Graduation	November 10	-	April 5	-	-
Commencement/Graduation	December 7	-	May 9	-	-
Convocation (Limited Services Available)	August 14	-	-	-	-
Full Term	Sum III (12 wks.)				
Registration Begins for Veterans/students with disabilities/graduating students	April 4	November 7	November 7	April 5	April 5
Registration Begins	April 10	November 10	November 10	April 11	April 11
Last day to pay tuition to avoid drop for non-payment	August 18	December 12	January 12	May 14	May 30
Registration Ends	August 18	December 11	January 12	May 10	May 31
First class day	August 21	December 11	January 16	May 13	June 3
Late Registration Ends	August 25	December 12	January 19	May 14	June 5
Last day for students for drop with refund/Census Day	September 6	December 12	January 31	May 14	June 18
Last day to pay tuition to avoid drop for non-payment	September 18	December 12	February 12	May 14	June 18
Last day to drop WITHOUT academic penalty	September 22	December 14	February 16	May 16	June 20
Last day to drop WITH academic penalty	October 27	December 15	April 2	May 20	July 17
Last class day	November 29	January 5	May 1	May 29	August 9
Final exams	Nov 30 - Dec 6	-	May 2-8	-	-
Final Grades Due by Noon	December 7	January 8	May 9	May 30	August 12
1st 8-Week	Sum I (6 wks.)				
Registration Begins for Veterans/students with disabilities/graduating students	April 4	-	November 7	-	April 5
Registration Begins	April 10	-	November 10	-	April 11
Last day to pay tuition to avoid drop for non-payment	August 18	-	January 12	-	May 30
Registration Ends	August 18	-	January 12	-	May 31
First class day	August 21	-	January 16	-	June 3
Late Registration Ends	August 25	-	January 19	-	June 5
Last day for students for drop with refund/Census Day	August 28	-	January 23	-	June 6
Last day to pay tuition to avoid drop for non-payment	August 28	-	January 23	-	June 24
Last day to drop WITHOUT academic penalty	September 5	-	January 30	-	June 13
Last day to drop WITH academic penalty	September 22	-	February 16	-	June 28
Last class day	October 13	-	March 8	-	July 8
Final Grades Due by Noon	October 16	-	March 11	-	July 9
Late Start					
Registration Begins for Veterans/students with disabilities/graduating students	April 4	-	November 7	-	-
Registration Begins	April 10	-	November 10	-	-
Registration Ends	September 15	-	February 9	-	-
First class day	September 18	-	February 12	-	-
Late Registration Ends	September 22	-	February 16	-	-
Last day for students for drop with refund/Census Day	September 28	-	February 22	-	-
Last day to pay tuition to avoid drop for non-payment	September 29	-	February 22	-	-
Last day to drop WITHOUT academic penalty	October 4	-	February 28	-	-
Last day to drop WITH academic penalty	October 31	-	April 3	-	-
Last class day	November 29	-	May 1	-	-
Final Grades Due by Noon	December 7	-	May 9	-	-
2nd 8-Week	Sum II (6 wks.)				
Registration Begins for Veterans/students with disabilities/graduating students	April 4	-	November 7	-	April 5
Registration Begins	April 10	-	November 10	-	April 11
Last day to pay tuition to avoid drop for non-payment	-	-	-	-	July 2
Registration Ends	October 13	-	March 8	-	July 2
First class day	October 16	-	March 18	-	July 9
Late Registration Ends	October 18	-	March 20	-	July 11
Last day for students for drop with refund/Census Day	October 23	-	March 25	-	July 12
Last day to pay tuition to avoid drop for non-payment	October 23	-	March 25	-	July 29
Last day to drop WITHOUT academic penalty	October 30	-	April 2	-	July 19
Last day to drop WITH academic penalty	November 16	-	April 19	-	August 2
Last class day	November 29	-	May 1	-	August 9
Final Grades Due by Noon	December 7	-	May 9	-	August 12
Holidays No Classes - Campus Closed					
Labor Day (September 4)	Martin Luther King Day (January 15)			Memorial Day (May 27)	
Thanksgiving (November 22 - 24)	Spring Break (March 11 - 15)*			Emancipation Day in Texas (June 19)	
Energy Conservation Days (December 20 - 21)	Energy Conservation Days (March 13 - 14)			Independence Day (July 4 - 5)	
Winter Break (December 22 - January 1)	Spring Break Day (March 15)			* Staff On Campus	
Energy Conservation Day (January 2)	Good Friday (March 29)*				

[9]

**Figure 10.2-1
Academic Calendar**

Grading Policies

The College's general grading policies are available in the Course Catalog and are applicable to all courses and programs. Additionally, per LIT Policy 8.35 "Syllabus Required"[10], faculty members publish individual course syllabi that define assignments and course grading criteria unique to each course or program. General guidelines for information to be included in the course syllabi are available in both the LIT Policy 8.35 and the LIT Faculty Handbook[11]. The online version of the course syllabi is required to be posted no later than the seventh day after the first day of class and can also be found

in the College's learning management system (Blackboard). These may also be provided to students in paper format during the first week of class.

Cost of Attendance

The cost of attendance is described on the College website[12] and in the Catalog and Student Handbook[3]. The tuition differences between resident and non-resident credit are displayed as well as each individual fee for student services, student center, property deposit, institutional service and parking (if parking). Additionally, other incidental fees are listed and special fees, insurance, and laboratory fees are described to ensure full disclosure.

Refund Policies

Refund policies are governed by the Texas Legislature and The Texas State University System Board of Regents. The refund policies are available on the College website[13] and in the College Catalog and Student Handbook[4]. The policy states that refunds are calculated as a percentage of total fees assessed, not as a percentage of partial payments on installments. Refunds are generally processed at the end of the second week past the 12th class day for fall and spring semesters, and two weeks after the 4th class day for summer sessions. All refund policies are available in the LIT Course Catalog under Tuition and Fees; Tuition and Fee Refunds[4]. The deadline for refunds is included on the Academic Calendar for each term, and the contact information to request a refund is also included in the College Catalog.

- 10.3** The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students. *(Archived information)*

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.

Recognizing that the College Catalog[1] is a critical publication that sets forth the obligations and responsibilities of both students and the institution, LIT Policy 8.37 "Maintenance of Archived Catalogs" [2] directs the registrar, or the president's designee, to ensure the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students. While digital copies of the current and most recent academic year's LIT Catalog and Student Handbook are maintained online[3], print copies of past versions are available within the Registrar's Office as shown in Figure 10.3-1. Former students may contact the Registrar's Office in person, via e-mail, or via regular mail, and request a copy of a past catalog of record. Information on how to obtain access to a former catalog is easily available to former students and the general public as described on the College's Website[4].



**Figure 10.3-1
Archived Physical Copies of College Catalogs**

Lamar Institute of Technology Policy 2.26 “Publications Policy”[5] authorizes the president to promulgate procedures to update all publications, including the LIT College Catalog. This policy is operationalized through LIT Policy 8.36 “Maintenance of Catalog”[6] which states that recommendations to change the contents of the College Catalog may originate at any level within the institution, with the approval of the area administrator. Such recommendations are submitted for consideration to the Dean of Strategic Initiatives and Accreditation. Each Spring term, the Dean of Strategic Initiatives and Accreditation will solicit each department of the institution to review the catalog and provide any updates for the annual publication. The Dean of Strategic Initiatives and Accreditation ensures the completeness, accuracy, clarity, and sufficiency of the LIT College Catalog and Student Handbook and/or any proposed revisions.

Changes to course offerings, or the requirements needed to earn a specific credential, are disseminated to all program stakeholders (e.g., students, faculty, advisors, the College recruiter, advisory boards, program specific and institutional accrediting bodies) through a variety of methods as shown in Table 10.3-1 "Notification of Changes."

Table 10.3-1 Notification of Changes	
Program Stakeholder	Method of Notification
Current Students	Catalog[7]
Returning Students	Catalog[7]
Former Students	Catalog[7]
Faculty	Email[8]
	Catalog[7]

Registrar	Email[9]
Academic Deans	Email[10]
Financial Aid	Email[11]
Institutional Effectiveness	Email[12]
Marketing	Email[13]
Webmaster	Email[14]
The Texas Higher Education Coordinating Board (THECB)	Notification Letter (New Program)[15] Notification Letter (Revision)[16]
Program-Level Accrediting Body	Notification Letter (HIT)[17] Notification Letter (Radiology)[18] Notification Letter (Respiratory)[19]
Institutional Accrediting Body (SACSCOC)	Notification Letter (AS Biology)[20] Notification Letter (EMS Certificate)[21]

- 10.4** The institution (a.) publishes and implements policies on the authority of faculty in academic and governance matters, (b.) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c.) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (*Academic governance*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) publishes and implements policies on the authority of faculty in academic and governance matters, demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Faculty Authority

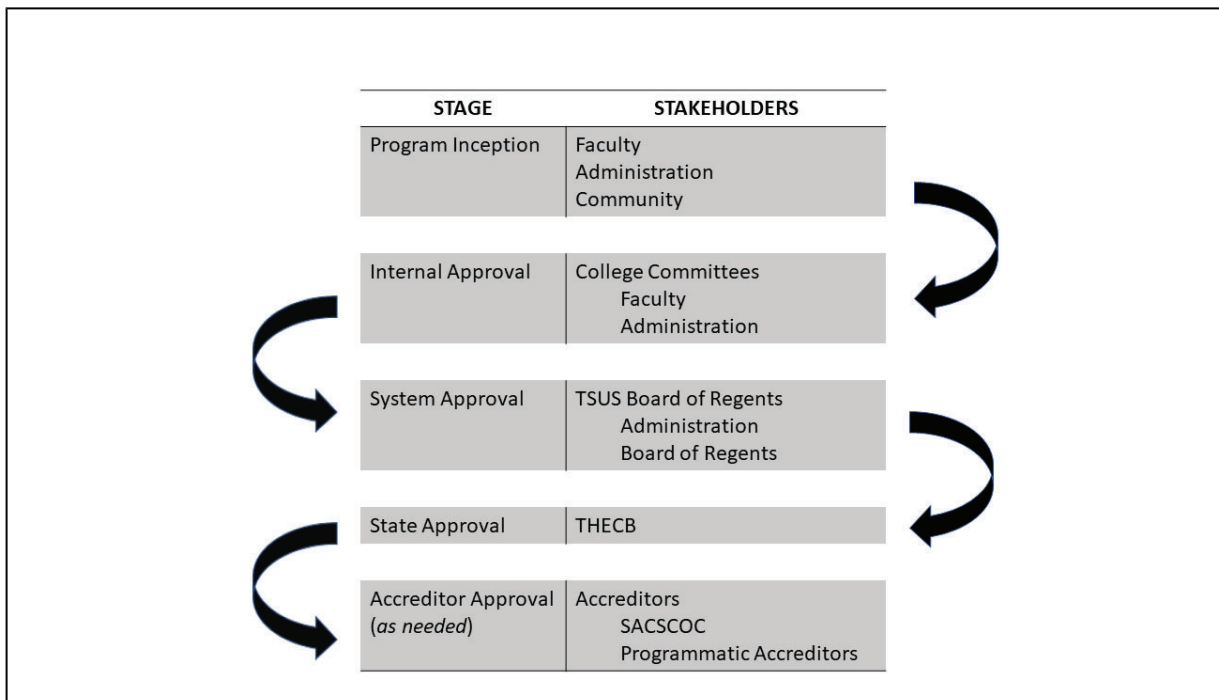
LIT has policies and procedures outlining the authority and responsibilities of faculty in both academic and governance matters. These policies are contained in the Policies and Procedures Manual which is posted on the LIT website and physically available in Human Resources and the department offices. Faculty authority and responsibilities are also expressed in the faculty handbook[1], which is revised by the faculty senate and submitted to administration for approval. Relevant policies and procedures concerning academic and governance matters are demonstrated below in Table 10.4-1.

Table 10.4-1 Faculty and Academic and Governance Matters	
Policy	Artifacts
2.20 Academic Freedom[2]	Example[3]
2.24 Advisory Committees[4]	CDT Advisory Minutes[5] CJ/EM Advisory Minutes[6]

	DH Advisory Minutes[7] HIT Advisory Minutes[8] MGMT Advisory Minutes[9] PT Advisory Minutes[10] RFA Advisory Minutes[11]
2.35 Final Exams[12]	Comprehensive Final Exam[13] No Comprehensive Final Exam[14]
2.41 Incomplete Grade Policy[15]	Example 1[16] Example 2[17]
2.48 Experiential Learning Policy[18]	Licensure Example[19] Challenge by Exam Example[20] Work Experience Example[21]
4.7 Instructional Philosophy[22]	Faculty Requested Prof. Development Example 1[23] Example 2[24] Example 3[25] Example 4[26]
4.34 Intellectual Property[27]	Support of Faculty Intellectual Property Example 1[28] Example 2[29]
4.35 Faculty Governance[30]	Faculty Senate[31] Faculty Senate Minutes Example 1[32] Faculty Senate Minutes Example 2[33] Standing Committee List[34]
4.36 Faculty Classroom Observation Policy [35]	Observation Example 1[36] Observation Example 2[37] Observation Example 3[38] Observation Example 4[39]

Educational Program Approval

Educational programs are developed at the academic department level. Faculty and Department Chairs research and consult with advisory committees to develop new programs or revise existing programs. Proposed changes are submitted to the Curriculum Review Committee[40] for review and approval. Next, proposals or revisions are presented to Instructional Council[41] and the Executive Team before being submitted to the Texas State University System (TSUS) Board of Regents for approval. Once changes are approved by the Board of Regents, new or revised programs are submitted to the Texas Higher Education Coordinating Board and, if necessary, the Southern Association of Colleges and Schools Commission on Colleges for final approval. Figure 10.4-1 below illustrates the program approval process while Table 10.4-2 demonstrates faculty involvement in curriculum revisions and new programs.



**Figure 10.4-1
Program Approval Process**

Table 10.4-2 Faculty Involvement in Curriculum Revision and New Programs		
PROGRAM	Deg /Cert	Documentation (20/21-22/23)
Accounting Technology	AAS	AUG 21[42] APR 23[43]
Accounting Technology	C1	APR 23[44]
Logistics & Supply Chain Management	AAS	JAN 22[45]
Logistics Management	C1	JAN 22[46]
Management and Entrepreneurship	AAS	AUG 21[47]
Management and Entrepreneurship	C1	AUG 21[48]
Computer Information Systems	AAS	MAR 21[49] AUG 21[50]
Game Design Development	C1	MAR 21 [51]
SWIFT Programming	C1	AUG 21[52]
Cyber Security and Networking Technology	AAS	AUG 21[53]
Cyber Defense and Support Technology	C1	AUG 21[54]
Data Analytics	AAS	MAR 22[55]
Data Analytics	C1	MAR 22[56]
Diagnostic Medical Sonography	AAS	MAY 22[57]
Diagnostic Cardiac Sonography	AAS	MAY 22[58]
Commercial Electrical Technology	AAS	OCT 20[59]
Commercial Electrical Technology	C2	OCT 20[60]
Electrical Technology	C1	OCT 20[61]

Instrumentation Technology	AAS	MAY 22[62]
Analyzer Technology	AAS	MAR 21[63]
Analyzer Technology	C1	MAR 21[64]
Mechatronics	AAS	APR 23[65]
Residential HVAC Installation	C1	JUN 20[66]
Health Information Technology	AAS	JUN 20[67] AUG 21[68]
Medical Coding Specialist	C2	JUN 20[69] AUG 21[70]
Certificate of Health Informatics	C1	JUN 20[71] AUG 21[72]
Child Care and Development	AAS	SEP 21[73] APR 23[74]
Child Care Administrator's Certificate	C2	SEP 21[75] APR 23[76]
Child Development Associate	C1	APR 23[77]
Process Operating Technology	AAS	MAY 22[78]
Plumbing Technology	C1	OCT 20[79]
Occupational Safety and Health	AAS	MAY 22[80]
Radiologic Technology	AAS	APR 23[81]
Real Estate	AAS	AUG 21[82] APR 23[83]
Respiratory Care	AAS	FEB 21[84]
Welding Technology	AAS	JUN 20[85]
Pipe Welding Certificate	C2	JUN 20[86]
Structural Welding Certificate	C1	JUN 20[87]
SMAW Welding Certificate	C1	JUN 20[88]
Business	AA	APR 23[89]
Health Sciences	AS	MAY 22[90]
Teaching	AAT	SEP 21[91]
Engineering	AS	OCT 20[92]

Responsibility of Faculty

Primary responsibility for the content, quality, and effectiveness of the curriculum rests with the faculty. Lamar Institute of Technology has practices and procedures in place that empower faculty to expand or limit the curriculum, including participation in advisory committee meetings and the Curriculum Review Committee[93]. Additionally, faculty have primary responsibility for the quality and effectiveness of the curriculum through various committees such as the Core Curriculum Committee [94], the Online Learning Committee[95], and the Academic Quality Committee[96].

- 10.5** The institution: (a) publishes admissions policies consistent with its mission; (b) ensures that its recruitment materials and presentations accurately represent the institution's practices, policies, and accreditation status; and (c) ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. (*Admissions policies and practices*)[**Off-Site/On-Site Review**]

Compliance Status: Compliant**Narrative**

Lamar Institute of Technology (LIT) publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The College also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

Admissions Policies

All LIT admissions policies are clear, uniformly implemented, and consistent with the College's Mission [1] of "...providing innovative teaching and learning for tomorrow's workforce." The College assists the people of its service district to achieve academic success through a wide variety of programs that include: high school dual enrollment; professional certificates; industry-recognized certifications; associate of applied science degrees; and associate degrees.

The Texas State University System Rules and Regulations, Chapter III, "System – Component Operations," Section 1 "Items Requiring Board Approval," subsection 1.(11) "Admissions Requirements /Standards" [2]authorizes the Texas State University System (TSUS) Board of Regents to adopt rules governing admissions of students. The Texas State University System Rules and Regulations, Chapter VI, "Student Services and Activities," Section 2 "Admissions Standards and Requirements"[3] directs each component (college) to "...implement a test-optional admission, and/or the American College Testing Program, and/or the Scholastic Aptitude Test, and/or the College Entrance Examination Board testing program as appropriate to its mission for entering first-time students after approval of the program by the Board. No otherwise qualified applicant for enrollment shall be denied admission on the basis of sex, religion, race, color, national origin, age, ancestry, marital status, veteran status, disability, or other criteria prohibited by law."

Additionally, The Texas State University System Rules and Regulations, Chapter IV, "President of the Components," Section 2 "Authority, Duties, and Responsibilities," Subsection 2.1 "Authority"[4] states that "the President shall be answerable to the Chancellor and shall have discretionary powers broad enough effectively to administer the Component within the policies and guidelines as set forth by the Chancellor and Board of Regents." The president's general powers, duties, and responsibilities are set forth in The Texas State University System Rules and Regulations, Chapter IV, "President of the Components," Section 2 "Authority, Duties, and Responsibilities," Subsection 2.2 "Delegation of Authority." [5]

As stated in subsection 2.2 above, subpart 2.24[6], the president is responsible for "Interpreting System policies to the faculty and staff; representing and interpreting the Component's programs, needs and interests to the Board and the general public," which authorizes the president to establish rules governing the admissions of students to LIT.

Lamar Institute of Technology Policy 8.32 "Student Admissions Process,"[7] Lamar Institute of Technology Policy 8.33 "Admission to Dual Credit Programs,"[8] and Lamar Institute of Technology Policy 8.34 "Admission to Selective Programs"[9] establish procedures for admission to LIT. A student may be admitted to LIT based on one of the following criteria:

- High School Graduate
- High School Completer
- GED Certificate Holder
- Dual Enrollment Student
- Readmission Student
- Transfer Student
- International Student

Regardless of enrollment status, all new students seeking admission to college credit and certificate programs must file an Application for Admission through <http://www.goapplytexas.org/>[10], determine testing exemption status (Texas Education Code Title 2 “Higher Education,” Subtitle A “Higher Education in General,” Chapter 51 “Provisions Generally Applicable to Higher Education,” Subchapter F-1 “Texas Success Initiative,” Section 51.338 “Exemptions”[11]), provide relevant test scores or complete the appropriate testing, and meet with an advisor prior to scheduling of classes. To ensure alignment with the College mission, admission requirements are uniformly applied to all students regardless of economic, social, or educational background. Table 10.5-1 “Basic Admissions Requirements,” demonstrates that admissions requirements are clearly stated and the linked artifacts provided evidence that LIT follows its admissions policies.

Table 10.5-1 Basic Admissions Requirements		
Requirement	Explanation	Artifact
Application	Applicants must log onto http://www.goapplytexas.org/ to fill out an application and verify that all information in correct.	X (Apply Texas)[12] X (Application Redacted) [13]
Residency	A student’s state of residency is determined prior to his or her first enrollment in accordance with rules and regulations established by the Texas State Legislature and Texas Higher Education Coordinating Board. Texas law specifies that if there is any question of the student’s right to classification as a Texas resident, it is the student’s responsibility to 1) have his or her classification officially determined and 2) to register under the proper classification. It is also the student’s responsibility to notify the institution if his or her residency classification changes. Classification will follow the guidelines in the Texas Education Code, Title 3. Detailed information on residency is available in the Admissions Office and the Office of Student Services	X[14]
Right-to-Know	Information regarding programs, policies, rules, regulations, consumer information and eligibility criteria can be obtained from Lamar Institute of Technology, Office of Student Financial Aid	X[15]
Transcripts	All applicants, except for dual enrollment and home-schooled students, must have either an official copy of their high school transcript sent directly to the College or provide a copy of their GED diploma (and GED scores if from out-of-state) or high school equivalency scores that meet admissions standards.	X (GED)[16] X (High School)[17] X (College) [18]

Limited Enrollment /Selective Programs	Applicants for limited enrollment/selective programs may be required to provide additional documentation. Selective program applicants are referred to the departments and program advisors for guidance.	X (Dental Hygiene)[19] X (Diagnostic Cardiac Sonography) [20] X (Diagnostic Medical Sonography) [21] X (Radiologic Technology) [22] X (Respiratory Care)[23] X (Fire Academy) [24] X (Police Academy) [25]
Readmission	Students previously enrolled at Lamar Institute of Technology (who have not been registered at LIT for two long semesters or more) must apply for admission on www.GoApplyTexas.org to be re-admitted. Re-admission may require a student to complete new statewide testing requirements. Students with unsettled financial debts or with incomplete records will not be allowed to register until such problems are resolved. Students on disciplinary probation or suspension and/or academic suspension are not eligible to return until the terms of their suspension are complete. After readmission, probated or suspended students must meet with the Associate Vice President of Student Services before registering for classes.	X[26]

As previously stated above, The Texas State University System Rules and Regulations, Chapter III, "System – Component Operations," Section 1 "Items Requiring Board Approval," subsection 1.(11) "Admissions Requirements/Standards"[27] authorizes the Texas State University System (TSUS) Board of Regents to adopt rules governing admissions of students. The Texas State University System Rules and Regulations, Chapter VI, "Student Services and Activities," Section 2 "Admissions Standards and Requirements"[28] directs each component (college) to "...implement a test-optional admission, and/or the American College Testing Program, and/or the Scholastic Aptitude Test, and/or the College Entrance Examination Board testing program as appropriate to its mission for entering first-

time students after approval of the program by the Board. No otherwise qualified applicant for enrollment shall be denied admission on the basis of sex, religion, race, color, national origin, age, ancestry, marital status, veteran status, disability, or other criteria prohibited by law.”

Additionally, The Texas State University System Rules and Regulations, Chapter IV, “President of the Components,” Section 2 “Authority, Duties, and Responsibilities,” Subsection 2.1 “Authority”[29] states that “the President shall be answerable to the Chancellor and shall have discretionary powers broad enough effectively to administer the Component within the policies and guidelines as set forth by the Chancellor and Board of Regents.” The president's general powers, duties, and responsibilities are set forth in The Texas State University System Rules and Regulations, Chapter IV, “President of the Components,” Section 2 “Authority, Duties, and Responsibilities,” Subsection 2.2 “Delegation of Authority.”[30]

As stated in subsection 2.2 above, subpart 2.24[31], the president is responsible for “Interpreting System policies to the faculty and staff; representing and interpreting the Component’s programs, needs and interests to the Board and the general public,” which authorizes the president to establish rules governing the admissions criteria for instructional courses and/or programs, *including limited access programs*. Table 10.5-2 “Limited / Selective Enrollment Program Admissions Policies” provides links to the LIT Policy 8.34 “Admission to Selected Programs” and supporting rationale for specific programs.

Table 10.5-2 Limited / Selective Enrollment Program Admissions Policies		
Program	LIT Policy Number	Supporting Rationale
Dental Hygiene	LIT Policy 8.34 “Admission to Selective Programs”[32]	Commission On Dental Accreditation[33] Dental Hygiene Application Letter[34]
Diagnostic Cardiac Sonography	LIT Policy 8.34 “Admission to Selective Programs”[35]	Diagnostic Cardiac Sonography Application Letter[36] Texas HB 1508 “Notice of Potential Ineligibility for License”[37] Texas Occupations Code 58.001, Title 2 “General Provisions Related to Licensing,” Chapter 58 “Use of Genetic Information,” Subchapter A General Provisions,” Section 58.001 “General Definitions,” Subsection 7 “Occupational License”[38]
		Diagnostic Medical Sonography Application Letter[40] Texas HB 1508 “Notice of Potential Ineligibility for License”[41]

Diagnostic Medical Sonography	LIT Policy 8.34 "Admission to Selective Programs"[39]	Texas Occupations Code 58.001, Title 2 "General Provisions Related to Licensing," Chapter 58 "Use of Genetic Information," Subchapter A General Provisions," Section 58.001 "General Definitions," Subsection 7 "Occupational License"[42]
Radiologic Technology	LIT Policy 8.34 "Admission to Selective Programs" [43]	Radiologic Technology Application Letter[44] JRCERT[45]
Respiratory Care	LIT Policy 8.34 "Admission to Selective Programs"[46]	Respiratory Care Application Letter[47] CoARC[48]
Fire Academy	LIT Policy 8.34 "Admission to Selective Programs"[49]	NFPA 1582 "Standard on Comprehensive Medical Program for Fire Departments"[50]
Police Academy	LIT Policy 8.34 "Admission to Selective Programs"[51]	Texas Commission on Law Enforcement[52] Texas Administrative Code Title 37 "Public Safety and Corrections," Part 7 "Texas Commission on Law Enforcement," Chapter 217 "Enrollment, Licensing, Appointment, and Separation," Rule 217.1 "Minimum Standards for Enrollment and Initial Licensure"[53]

Any exceptions to admissions policies can only be made through the Registrar's Office and are made on a case-by-case individual basis and documented as such in the student's record and noted within the Student Information System (Ellucian® Banner).

Lamar Institute of Technology's admissions policies are uniformly disseminated in all publications. The College has three policies addressing admissions requirements: LIT Policy 8.32 "Student Admissions Process,"[7] LIT Policy 8.33 "Admission to Dual Credit Programs,"[8] and LIT Policy 8.34 "Admission to Selective Programs,"[9] all of which are available on the College Website[54] (Policies). Please note, LIT Policy 8.33 "Admissions to Dual Credit Programs" refers to LIT Policy 8.32 "Student Admissions Process," as a student must first be accepted into LIT before he/she can be accepted into the dual credit program. Additionally, the essential components of all admissions policies are disseminated across the institution and published in the LIT College Catalog[55]. Admissions policies are uniform in all publications for each type of student as shown in Table 10.5-3 "Published Admissions Policies."

**Table 10.5-3
Published Admissions Policies**

Type of Student	LIT Policy	LIT College Catalog
Associate Degree	LIT Policy 8.32 "Student Admissions Process"[7] LIT Policy 8.33 "Admissions to Dual Credit Programs"[8]	X[56] X[57]
Associate of Applied Science Degree	LIT Policy 8.32 "Student Admissions Process"[7] LIT Policy 8.33 "Admissions to Dual Credit Programs"[8]	X[58] X[59]
Certificate	LIT Policy 8.32 "Student Admissions Process"[7] LIT Policy 8.33 "Admissions to Dual Credit Programs"[8]	X[60] X[61]
Limited / Selective Access Programs	LIT Policy 8.34 "Admission to Selective Programs"[9]	X (Dental Hygiene)*[62] X (Diagnostic Cardiac Sonography)*[63] X (Diagnostic Medical Sonography)*[64] X (Radiologic Technology)*[65] X (Respiratory Care)*[66] X (Fire Academy)*[67] X (Police Academy)*[68]
Dual Enrollment	LIT Policy 8.32 "Student Admissions Process"[69] LIT Policy 8.33 "Admissions to Dual Credit Programs"[8]	X[70] X[71]
Home School	LIT Policy 8.32 "Student Admissions Process"[72] LIT Policy 8.33 "Admissions to Dual Credit Programs"[73]	X[74] X[75]

Charter School	LIT Policy 8.32 "Student Admissions Process"[7]	X[77]
	LIT Policy 8.33 "Admissions to Dual Credit Programs"[76]	X[78]
Private High School	LIT Policy 8.32 "Student Admissions Process"[7]	X[79]
	LIT Policy 8.33 "Admissions to Dual Credit Programs"[76]	X[80]
International Students	LIT Policy 8.32 "Student Admissions Process"[81]	X[82]
Transfer	LIT Policy 8.32 "Student Admissions Process"[83]	X[84]
GED Certificate Holder	LIT Policy 8.32 "Student Admissions Process"[85]	X[86]
Readmission	LIT Policy 8.32 "Student Admissions Process"[87]	X[88]

**Enrollment instructions / requirements sent to the students in Limited / Selective Enrollment Programs*

All programs, with the exception of dual enrollment, are held to the same admissions requirements regardless of delivery method or campus location. While all other students are required to have completed a high school diploma or GED prior to admission, State of Texas Education Code, Title 19. Education, Part 1. Texas Higher Education Coordinating Board, Chapter 4. Rules Applying to All Public Institutions of Higher Education in Texas, Subchapter D. Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges, Rule 4.85 "Dual Credit Requirements,"[89] allows secondary students to enroll in a postsecondary program.

As defined in State of Texas Education Code, Title 19. Education, Part 1. Texas Higher Education Coordinating Board, Chapter 4. Rules Applying to All Public Institutions of Higher Education in Texas, Subchapter D. Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges, Rule 4.85 Dual Credit Requirements, Section b "Student Eligibility,"[90] student eligibility requirements for initial enrollment in dual credit courses include:

- (1) A high school student is eligible to enroll in academic dual credit courses if the student:
 - (A) demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative as set forth in §4.57 of this title (relating to College Ready Standards) on relevant section(s) of an assessment instrument approved by the Board as set forth in §4.56 of this title (relating to Assessment Instrument); or
 - (B) demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth in §4.54 of this title (relating to Exemptions, Exceptions, and Waivers).

(2) A high school student is also eligible to enroll in academic dual credit courses that require demonstration of TSI college readiness in reading, writing, and/or mathematics under the following conditions:

- (A) Courses that require demonstration of TSI college readiness in reading and/or writing:
 - (i) if the student achieves a minimum score of 4000 on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or
 - (ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):
 - (I) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or
 - (II) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or
 - (iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.
- (B) Courses that require demonstration of TSI college readiness in mathematics:
 - (i) if the student achieves a minimum score of 4000 on the Algebra I STAAR EOC and passing grade in the Algebra II course; or
 - (ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):
 - (I) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015; or
 - (II) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or
 - (iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

(3) A high school student is eligible to enroll in workforce education dual credit courses contained in a postsecondary Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute and shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility.

(4) A high school student is eligible to enroll in workforce education dual credit courses contained in a postsecondary Level 2 certificate or applied associate degree program under the following conditions:

- (A) Courses that require demonstration of TSI college readiness in reading and/or writing:
 - (i) if the student achieves a minimum score of 4000 on the English II STAAR EOC; or
 - (ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):
 - (I) a combined score of 107 with a minimum of 50 on the reading test on a PSAT/NMSQT exam administered prior to October 15, 2015; or
 - (II) a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or
 - (iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.
- (B) Courses that require demonstration of TSI college readiness in mathematics:
 - (i) if the student achieves a minimum score of 4000 on the Algebra I STAAR EOC and passing grade in the Algebra II course; or
 - (ii) if the student achieves one of the following scores on the PSAT/NMSQT (Mixing or combining scores from the PSAT/NMSQT administered prior to October 15, 2015 and the PSAT/NMSQT administered on or after October 15, 2015 is not allowable.):
 - (I) a combined score of 107 with a minimum of 50 on the mathematics test on a PSAT/NMSQT exam administered prior to October 15, 2015; or
 - (II) a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015; or
 - (iii) if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

(C) A student who is exempt from taking STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.

(5) Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy paragraphs (1) - (4) of this subsection.

(6) To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.).

(7) An institution may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.

Recruitment materials

Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. LIT recruitment materials (both printed and electronic) identify programs and degrees offered by the institution, admission requirements and deadlines, campus location, competitive programs and student support services available. The information presented in the recruitment materials coincide with the institution's policies and procedures. Recruitment materials are reviewed and revised annually. Updates are made as needed, and out-of-date materials are destroyed. Communications and Marketing Department staff work closely with department leadership to keep information and images fresh, current and accurate and follow an approval process before publications are available to students, prospective students, and the public. The Director of Communications and Marketing, as the president's designee, has the responsibility and authority to approve all print and electronic College publications (including brochures, handbooks, programs for entertainment events, promotional videos and the College website) designed for public viewing prior to their printing and/or dissemination. The Director of Communications and Marketing monitors all College programs and activities to ensure that the directors comply with their publication responsibilities. The information and data contained in all recruiting materials is factually accurate and based on information contained in the Course Catalog and Student Handbook, the LIT website, as well as gathered from the other relevant data sources. An example of the College's recruitment material publication process, which ensures that the institution is accurately represented, is illustrated through the publication of a brochure as shown in Figure 10.5-1 Engineering Rack Card.

ENGINEERING TECHNOLOGY

Take advantage of smaller class sizes and lower tuition costs by completing the first two years of an engineering degree at LIT. An Associate of Science degree in Engineering Technology will transfer to any public university in the state of Texas. Take foundational courses, learn about the different types of engineering fields and network with industry partners and soon to be technology graduates. Start your dream of becoming an engineer today at LIT.

POTENTIAL CAREERS

AS: •Engineer and Technologist (upon completion of a B.S. degree in Engineering from a University)

Scan the QR code for more information, and to apply online.

FOLLOW US ON SOCIAL MEDIA!

@LamarInstituteofTechnology @lit_brrt @LITBMT

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM™

Paid for by Carl D. Perkins Grant

Figure 10.5-1
Engineering Rack Card

As stated LIT Policy 9.4 “Approval For College Publications,”[91] the official approval process for all College publications is:

- The director/dean responsible for the development of a publication will submit the content needed[92] for a publication to the director of communications and marketing in such detail and format as may be required.
- The director of communications and marketing, will either approve the content as it is presented or confer with the appropriate director about revisions or for more information.[93]

- In collaboration with the director/dean, the Department of Communications and Marketing will use the content submitted to create visual communication products through graphic design[94].
- The director of marketing and communications will make the final decision about where to have College publications printed and has the authority to use the College's bidding procedure to ensure the fulfillment of the responsibilities under this procedure, if necessary, a proof of the publication shall be produced and returned to the director, for final approval and the department of origin prior to printing.
- Only after the director of communications and marketing gives final approval of the proof shall the publication be printed.

The above was an example of how this procedure is consistently followed, it illustrated in the recent creation of a Workforce and Continuing Education Program Flyer. The final product is shown in Figure 10.5-2 "Clinical Medical Assistant Flyer. The initial request was made, a proposed draft was created and presented to the Executive Director of Workforce, final revisions were made, and then the completed document was published. Other examples include the CRASE training flyer[95], the email process for the creation of this flyer is outlined in the following link[96].

Workforce & Continuing Education
CLINICAL MEDICAL ASSISTANT

Next Training:
September 27, 2023 to March 6, 2024
Mondays & Wednesdays 5:30 to 7:30 pm
Regular Tuition \$ ~~2,000~~
This session: \$1,700
Tuition reduction available thanks to funding from the Texas Talent Grant. *Available for a limited time.*

THREE REASONS TO BECOME A CLINICAL MEDICAL ASSISTANT

- 1 Clinical Medical Assistant is a high-demand occupation in Southeast Texas.
- 2 You can complete your training in as little as 6 months.
- 3 Clinical Medical Assistants wear many hats in a medical office and can find employment in various healthcare settings:
 - Doctor's offices
 - Long term care facilities
 - Nursing homes
 - Retirement communities
 - Outpatient Clinics
 - Hospitals

REGISTER NOW

Begin a career that helps others!

LIT LAMAR INSTITUTE OF TECHNOLOGY

Figure 10.5-2
Clinical Medical Assistant Flyer

Recruitment Personnel

LIT **does not** employ independent contractors or agents for recruiting purposes and admission activities are only conducted by LIT employees. The college recruiters, Associate Vice President of Student Services and Vice President of Instruction/Provost coordinate all recruiting efforts and activities. The Enrollment Management Team regularly meets to discuss potential recruitment opportunities, review enrollment data and brainstorm strategies for recruitment and retention.

10.6 An institution that offers distance or correspondence education:

- a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
- b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

- c. ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.
(Distance and correspondence education) **[Off-Site/On-Site Review]**

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) offers distance education and ensures that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the credit; has a written procedure for protecting the privacy of students enrolled in distance education courses or programs; and ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.

Student Identification

The student identification verification for admissions is the same for on campus and online students. LIT provides students with a secure username and password to access myLIT where they have access to the learning management system (LMS) Blackboard and additional technology applications and systems utilized by students. This unique student login ID and password is assigned upon student verification through the admissions process. All account credentials are protected in accordance with institutional IT security guidelines and using the industry-standard SSL encryption protocol. The password is required to be updated by the student multiple times per calendar year with the ability to update at will.



EAGLE ACCOUNT INFORMATION IT HELP DESK

helpdesk@lit.edu | (409) 839-2074 | CB 105

HOW TO ACCESS MyLIT

1. Go to www.lit.edu
2. Click on myLIT (upper right corner)
3. User Name 8 digit T number (T60#####@lit.edu)
4. Default PW: YYMMDD_LFNnnn (see Complex Password Help)
5. Systems: myLIT, Email (via myLIT), classroom and lab computers, and print kiosks

COMPLEX PASSWORD HELP

YY = birth year
MM = birth month
DD = birth day
L = Last name initial
F = First name initial
nnnn = last 4 of SSN
John Doe
DOB: Jan. 25, 1981
SSN: 1234567890
PW: 810125_DJ7890

MARY & JOHN GRAY LIBRARY

Students have access to the library resources at Lamar University. PC and Online Databases
User Name: lit_Tnumber
Default PW: TempPassword
Log in to Interlibrary Loan to access Library Resources.
<http://lamar.edu/library/myaccounts>

myLIT PORTAL: <https://my.lit.edu>
STUDENT EMAIL, BLACKBOARD, PAYMENT GATEWAY & STARFISH

PAYMENT GATEWAY CREDENTIALS

Students should access Payment Gateway through myLIT It can be accessed directly at https://epay.lit.edu/C23569_tsa/web/login.jsp
User Name: Tnumber
PW: Current SSB password

SELF SERVICE BANNER (SSB) CREDENTIALS

Students can get to SSB from myLIT (without SSO) or directly at <https://studentsbprod.ec.lit.edu/StudentSelfService>
User Name: Tnumber@lit.edu
Default PIN: MMDDYY (Date of Birth)

BLACKBOARD CREDENTIALS

Students should access Blackboard through myLIT to use SSO. It can be accessed directly at <https://shsu.blackboard.com>
User Name: Tnumber@lit.edu
Default PW: Last 6 digits of SSN

****Blackboard is not available until the first day of classes.****



PASSWORD RESET HELP

SELF SERVICE PASSWORD RESET

Students who provided LIT with a personal email address can use SSPR for their LIT Computing ID and SSB accounts.
<https://my.lit.edu/account/forgotpassword>

Students who can't use SSPR can contact the helpdesk@lit.edu

BLACKBOARD PASSWORD RESET

Contact helpdesk@lit.edu

GET OR RESET LIBRARY PASSWORD

Students who can log into SSB can reset their password using the Personal Information tab.

1. Click on Change PIN option
2. Scroll down to Recover your LEA User Name and Password
3. Click on Give me a temporary password

Students who cannot access the PC and Online databases must call the **Lamar University Help Desk** at (409) 880-2222 and indicate you cannot access the library after resetting their LEA account password.

In addition to the secure log in, instructors may use one or more of the following methods and/or tools to verify student identity:

- Blackboard Collaborate is a video conferencing room that is built into the LMS system that requires the aforementioned log in credentials to access the course and course collaborate virtual meeting space.
- A student verification task in the introductory materials that requires students to verify their identity using a student ID, state issued ID, or another official document.
- The college provides on campus proctoring via our testing center or remotely by using the Respondus Monitor, a companion application for LockDown Browser in Blackboard. Both the

testing center and Respondus Monitor require the student to provide a Student ID or Government Photo to verify student identity before the start of the exam. When taking the exam in the testing center students are required to leave all personal items in a provided locker with key. When taking the online with Respondus Monitor the students are required to scan the room with a webcam to verify no information is posted and utilize a LockDown Browser that hinders the student from being able to access any other webpages or computer applications while taking the exam.

Protection of Privacy

All students at LIT enjoy privacy protections under the Family Educational Rights and Privacy Act of 1974 (FERPA) and have access to the learning management system. Access to LIT systems is granted by use of a username and password. Table 10.6-1 “Policies for Protection of Privacy” illustrates policies that apply to usernames, passwords, and the protection of data.

Table 10.6-1 Policies for Protection of Privacy	
LIT Policy	Description
2.11 - Appropriate Use of Information Technology[1]	<ul style="list-style-type: none"> • Provides guidelines for use of User IDs and information resources. • Prohibits inappropriate uses of information resources. • Details responsibilities of users. • Identifies statutes pertaining to misuse.
2.44 - Distance Education[2]	<ul style="list-style-type: none"> • Identifies guidelines for online teachers. • Addresses student privacy in distance education.
7.1 - Information Resources[3]	<ul style="list-style-type: none"> • Contains definitions of terms used in all IT policies. • Creates IT Steering Committee. • Defines IT policy management life cycle.
7.3 - Electronic Information Resources Accessibility [4]	<ul style="list-style-type: none"> • Defines accessibility requirements and standards for electronic information resources. • Establishes EIR Coordinator Role. • Defines accessibility-related procurement requirements.
7.4 - Information Security Program[5]	<ul style="list-style-type: none"> • Identifies security-related roles, responsibilities, and reporting requirements. • Establishes LIT's information security program. • Defines requirements for information security risk assessment. • Establishes information security awareness program. • Defines security exception process. • Defines requirements for information security incident response.
7.5 Information Asset Management[6]	<ul style="list-style-type: none"> • Identifies responsibilities for information owners, custodians, and users.

	<ul style="list-style-type: none"> • Defines standards for handling confidential and sensitive information. • Defines requirements for transfer, disposal, or destruction of electronic storage media
7.6 Account Management[7]	<ul style="list-style-type: none"> • Defines requirements for creation, management, and use of LIT computing accounts. • Defines requirements for controlling access to accounts and data. • Identifies documentation requirements.
7.7 Passwords and Other Authentication [8]	<ul style="list-style-type: none"> • Defines requirements for password security/
7.8 Network Management [9]	<ul style="list-style-type: none"> • Defines wired and wireless networking requirements.
7.9 Server Management [10]	<ul style="list-style-type: none"> • Defines requirements for server management by Information Technology and other units
7.10 Change Management[11]	<ul style="list-style-type: none"> • Defines requirements for managing changes to IT resources.
7.11 Physical and Environmental Security [12]	<ul style="list-style-type: none"> • Defines requirements for the physical security of IT devices, the data center, switch closets, and other critical IT facilities.
7.12 Information Security[13]	<ul style="list-style-type: none"> • Defines requirements for the acquisition, development, and maintenance of information systems. • Includes business continuity management requirements.

Lamar Institute of Technology Policy and Procedure Manual, Section 2: General Policies, Policy 2.44 “Distance Education”[2] outlines the process for protecting the privacy of students enrolled in distance education courses or programs.

Charges Associated with Verification of Student Identity

The College ensures that at no point in the registration and enrollment process are students charged for verification of identity.

- 10.7** The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. (*Policies for awarding credit*)[**Off-Site/On-Site Review**]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

Credit Hour Determination

Lamar Institute of Technology (LIT) publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. All policies and procedures related to the awarding of credit are published and accessible on the LIT webpage[1] and in the LIT Undergraduate Catalog[2], which are available to all students and the public, and are overseen by academically qualified personnel to make the necessary judgments. In educational programs not based on credit hours, the College has a sound means for determining credit equivalencies.

LIT adheres to both Texas Higher Education Coordinating Board (THECB) and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policies. Texas Administrative Code (TAC), Title 19. Education, Part 1. Texas Higher Education Coordinating Board, Chapter 4. Rules Applying to All Institutions of higher Education in Texas, Subchapter A/ General Provisions, Rule 4.6 "Minimum Length of Courses and Limitation on the Amount of Credit tht a Student May Earn in a Given Time Period"[3] stipulates, "three-semester credit hour courses should contain 15 weeks of instruction (45 contact hours) plus a week for final examinations so that such course contains 45 to 48 contact hours depending on whether there is a final exam". In its policy statement on credit hours, SACSCOC references the Federal Definition of the Credit Hour[4].

LIT's definition of credit hour is consistent with the THECB and SACSCOC policies. As defined by LIT's Policies and Procedures; Policy 8:14 "Semester Hour"[5], the unit of measure for credit purposes is the semester hour. When defining an hour of instruction, LIT adheres to Texas Administrative Code (TAC) Title 19. Education, Part 1. Texas Higher Education Coordinating Board, Chapter 2. Academic and Workforce Education, Subchapter A. General Provisions, Rule 2.3 "Definitions"[6] , in which fifty minutes of instruction equates one hour.

Means of Determining Credit

As per the Texas Administrative Code, Title 19. Education, Part 1 Texas Higher Education Coordinating Board, Chapter 4. Rules Applying to All Public Institutions of Higher Education in Texas, Subchapter B. Transfer of Credit, Core Curriculum and Field of Study Curricula, Rule 4.24 "General Provisions"[7], LIT programs are designed to be consistent with the standards of the Southern Association of Colleges Commission on Colleges, other applicable accrediting agencies, and are compliant with applicable licensing authoring requirements.

In order to ensure that acceptable practices for determining the amount and level of credit awarded for courses are followed, the College follows standards set forth by the Texas Administrative Code for the Texas Higher Education Coordinating Board (THECB). The THECB is authorized as the higher education governing agency in Texas, and establishes the amount and credit for academic transfer courses as described in the Lower Division Academic Course Guide Manual (ACGM)[8]. In addition, THECB publishes the Guidelines for Instructional Programs in Workforce Education (GIPWE)[9] and establishes the amount and credit for vocational courses in the digital-portal of the Workforce Education Course Manual (WECM)[10]. Collectively, these policies and procedures establish the sound means for determining all aspects of program and course development, including credit equivalencies.

The ACGM and the WECM serve as primary course inventories for all community and technical colleges in Texas. As explained in the ACGM[8], all courses identified in these manuals have common course prefixes and numbers, a 10-digit approval number for the course, a content description, information about maximum credit hours per student, maximum credit hours per course, and an allowable range of contact hours per course. To supplement these guidelines, Texas has adopted a Common Course Numbering System that provides a crosswalk between similar courses offered at all Texas institutions (TCCN[11]). LIT faculty members utilize these manuals when selecting courses for their curricula, which are publicly available on LIT's webpage[12], or the THECB website[13].

Evidence that LIT consistently applies its definition, in the awarding of credit for courses and programs, is provided in the course data published in the LIT Undergraduate Catalog[14] for both Academic and

Technical course descriptions. All academic course descriptions (courses rubrics, numbering, contact and credit hours) are selected from the ACGM[8]. All technical course descriptions (course rubrics, numbering, contact and credit hours) are selected from the WECM[10]. LIT does not award credit for courses and programs outside the commonly accepted practices in higher education.

Proposals and Procedure Process

For new program/course proposals or existing course modifications, each department is required to complete the appropriate form, with appropriate rationale and justification, within LIT's Curriculum Review Process. The process and forms are routed through a workflow process which includes Advisory Committee, Program Director, Department Chair, Dean of Instruction, Curriculum Review and Instructional Council Committees, and Provost/Vice President for Instruction. After approval by the Deans of Instruction the requests are sent to the Curriculum Review Committee and Instructional Council Committee for review and approval.

The Curriculum Review Committee (CRC) is composed of faculty and student services representation and administrators of the Instruction division who are academically qualified to make the necessary judgments regarding course and program changes and additions. The Curriculum Review Committee (CRC) provides recommendations to the Chair of the CRC. As per the responsibilities described in the Job Description for the Provost and Vice President for Instruction[15], and the academic qualifications of our Provost and Vice President for Instruction[16], LIT has qualified leadership in position to ensure policies and procedures are intact. All proposals approved by the CRC are presented to the Instructional Council Committee (ICC); department chairs, online learning, dual credit representation and administrators of the Instruction division for review and approval.

Upon CRC and ICC approvals, new program/course proposals or existing course modifications are presented to Executive Team (President, Provost/Vice President for Instruction, Executive VP of Finance & Operations, AVP of Student Services, Dean of Strategic Initiatives and Accreditation and Director of Administration) for further review and approval. If approved by the Executive Team, the proposal is submitted to the Texas State University System (TSUS) Board of Regents.

In Table 10.7-1 below, the approval process is demonstrated for a few recent program proposals.

Table 10.7-1 Program Approval Process					
LIT Program	College Approvals	TSUS Agenda: Proposals	TSUS Minutes: Approval	THECB Inventory	SACSCOC
Mechatronics (AAS)	X[17]	X[18]	X[19]	X[20]	X[21] (NOT)
Logistics and Supply Chain Management (AAS)	X[22]	X[23]	X[24]	X[25]	X[26] (LOT) X[27] (APP)
Data Analytics (AAS)	X[28]	X[29]	X[30]	X[31]	X[32] (NOT)

Once approved by TSUS, the final submission is to the THECB for their consideration and approval. This process of specific guidelines, state procedures, and reviews by qualified institutional and state individuals are the sound means LIT utilizes to ensure all credit hours are current and accurate.

Academic Programs

LIT utilizes the Academic Course Guide Manual (ACGM)[8], published by the Texas Higher Education Coordinating Board, in determining credit hours awarded for academic transfer courses. The ACGM is

the official list of approved courses for general academic transfer that may be offered for state funding by the public community and technical colleges in Texas. The State of Texas “will not fund academic courses at community and technical colleges that are not listed in the ACGM[33].” There is a provision for colleges to offer “unique need” courses for funding, but there are stringent requirements for approval of such courses, and LIT does not offer any unique need courses. For each course in the ACGM, the Coordinating Board provides a four-letter course prefix, a four-digit course number, a title, and a general description. These are followed by the maximum number of semester credit hours a student may receive for the course, the maximum semester credit hours that may be given for the course, and the maximum contact hours per course.

Samples of academic transfer courses are provided:

Table 10.7-2 Sample Academic Course Information		
Discipline	ACGM Course Information	LIT Course Information
English	ACGM[34]	LIT[35]
Speech	ACGM[36]	LIT[37]
Sociology	ACGM[38]	LIT[39]
Education	ACGM[40]	LIT[41]

The Texas Higher Education Coordinating Board has rules[42] that academic transfer associate degrees must be 60 semester credit hours in length. Associate of Arts in Teaching degrees must be 60 semester credit hours.

Technical Programs

For technical courses and degree programs, LIT utilizes the Guidelines for Instructional Programs in Workforce Education (GIPWE[9]), published by the Texas Higher Education Coordinating Board, in determining credit hours awarded for technical courses. In conjunction with the GIPWE, the Texas Higher Education Coordinating Board also maintains a web-based inventory of current workforce education courses (WECM[10]) available for use by public two-year colleges. The WECM provides course descriptions, an overview of course content, and ranges for semester credit hours and contact hours allowed for workforce education courses.

Table 10.7-3 Sample WECM Course Information		
Course	WECM Course Information	LIT Course Information
ACNT 1303	WECM[43]	LIT[44]
CJSA 2323	WECM[45]	LIT[46]
DHYG 1339	WECM[47]	LIT[48]
INTC 1448	WECM[49]	LIT[50]

The Texas Higher Education Coordinating Board also has rules[51] for the associate of applied science degree program length: AAS degrees must consist of 60 semester credit hours. Level I certificate programs must consist of at least 15 and no more than 42 semester credit hours and Level II certificate programs must consist of at least 30 and no more than 51 semester credit hours.

Policies for Determining the Amount and Level of Credit Awarded

In alignment with Texas Administrative Code, Title 19. Education, Part 1 Texas Higher Education Coordinating Board, Chapter 4. Rules Applying to All Public Institutions of Higher Education in Texas,

Subchapter A. General Provisions, Rule 4.5 "Common Calendar"[52], LIT's academic calendar is based upon 16-week, 12-week, 8-week fall and spring semesters, 2-week winter and may mini semesters, and 6-week and 12-week summer semesters .

Fall and Spring Semester:

- 16-week resulting in a 3-semester credit hour course obtaining 48 contact hours through an expected 3 hours of instruction per week.
- 12-week fall and spring semesters, resulting in a 3-semester credit hour course obtaining 48 contact hours through an expected 4 hours of instruction per week.
- 8-week fall and spring semesters, resulting in a 3-semester credit hour course obtaining 48 contact hours through an expected 6 hours of instruction per week.

Mini Semesters:

- 2-week mini semesters in May and December, resulting in a 3-semester credit hour course obtaining 48 contact hours through an expected 24 hours of instruction per week.

Summer Semesters

- 8-week summer semesters, resulting in a 3-semester credit hour course obtaining 48 contact hours through an expected 6 hours of instruction per week.
- 12-week summer semester, resulting in a 3-semester credit hour course obtaining 48 contact hours through an expected 4 hours of instruction per week.

GIPWE[53] states, "For lecture/classroom instruction per 16-week semester, a ratio of one SCH to one contact hour (1:1) must be used. If the instruction is compressed into less than a 16-week semester, the course must still require the same number of contact hours as it would in a long semester." For example, an eight-week course which has 8 lecture hours per week for 8 weeks has 64 total contact hours. The same course taught in a 16-week semester would meet for 4 hours/week. Therefore, the course is assigned 4 SCH. "For on-campus laboratory instruction per 16-week semester, a ratio of one SCH to between two and four laboratory contact hours (1:2, 1:3, or 1:4) must be used. Therefore, one SCH can be earned for two, three, or four contact hours per week of laboratory instruction. Example of a four SCH course with lecture and laboratory: 3 lecture contact hours/week = 3 SCH. 3 laboratory contact hours/week = 1 SCH. Total for the course = 4 SCH."

Summer course schedules indicate on the Academic Calendar the length of the term to be six or twelve weeks with the classes and labs meeting for longer class times equivalent to the same 16 week time frame for Fall and Spring classes. Some of the online courses meet in 12 or 6-week increments making it possible to cover the same course material as in the 16 week time frame because of the time spent in each unit. The most common course scheduling blocks within the fall and spring semesters allow for a 3-semester credit hour course to achieve the minimum 48 contact hours requirement:

Spring/Fall:

- Three days per week, one-hour meeting times (e.g., Monday/Wednesday/Friday 9:05-10:00)
- Two days per week, one and one-half hour meeting times (e.g., Tuesday/Thursday 8:00-9:200)
- One day per week, three-hour meeting time (e.g., Monday night 7:00-9:50)

Summer:

- Four days per week, two-hour meeting times (e.g., Mon/Tues/Wednesday/Thursday 8:00-10:00)

The Spring Course Schedules include the Academic Calendar which indicates the 16-week, 12-week, and 8-week time frame in which credit hours are granted for Spring as well as the Winter-Mini. The Fall Course Schedules include the Academic Calendar which indicates the 6-week and 12-week time frames for the Summer terms, the 16-week, 12-week, and 8-week time frames in which credit hours are granted for Fall as well as the May-Mini.

Table 10.7-4

Academic Calendar	
Period and Term	Class Schedule Calendar
Spring 2023	Spring 2023 calendar[54]
Summer and Fall 2023	Summer and Fall 2023 calendar[55]

Texas Common Course Numbering System

Common Course numbers assist transfer students in the transition from one institution to another. Colleges participating in the Common Course Numbering System identify “common” courses taught on their campuses. All courses designed for transfer adhere to this numbering system in the State of Texas (TCCNS[11]). As per the ACGM or WECM, the credit hour values for all courses offered by LIT are provided in the course descriptions located in LIT’s Undergraduate Catalog[56][14][14] and on the College’s website[57].

Course Numbers

Most courses meet three hours each week and have a semester credit hour value of three semester credit hours (3 SCH). Each course has an individual alphanumeric code (ex. ENGL 1301; DORI 0200, WLDG 2406).

- The alphanumeric code indicates the subject area.
- Each number contains four figures.
 - The first digit generally indicates the level of the course: 0 means a developmental level, 1 means it is freshman level, and 2 is sophomore level.
 - The second figure indicates the number of semester credit hours.
 - The third and fourth digits establish course sequencing and/or distinguish the course from others of the same level, credit value, and prefix. For technical courses, the third and fourth digits also identify the type of course[58].

In the Course Descriptions, each course title is followed by three digits separated by colons (such as 3:2:2). This provides the following information:

- credits awarded,
- hours of lecture per week, and
- hours of lab/clinic/practicum per week.

Courses with credit hour values of fewer than three, such as labs, typically require more than one or two contact hours a week, but they normally combine instruction and application. For example, the majority of 1-hour classes are lab classes that meet each week for two to three hours. As per the ACGM or WECM, the credit hour values for all courses offered by LIT are provided in the course descriptions in the LIT Undergraduate Catalog and website.

Courses	Level of Course	SCH	Course Identifier	Course Credits, Lecture Hours, and Lab Hours
ARTS 1301	1=freshman	3=3 SCH	01=course sequence	3:3:0
BIOL 1106	1=freshman	1=1 SCH	06=course sequence	1:0:2
BIOL 1306	1=freshman	3=3 SCH	06=course sequence	3:3:0
EDUC 1100	1=freshman	1=1 SCH	00=course sequence	1:0:0
DHYG 1301	1=freshman	3=3 SCH	01=course sequence; Lecture-Lab	3:2:3

DHYG 2261	2=sophomore	2=2 SCH	61=course sequence; Clinical	2:0:12
CJLE 1329	1=freshman	3=3 SCH	29=course sequence; Lecture-Lab	3:1:6
WLDG 2406	2=sophomore	4=4 SCH	06=course sequence; Lecture-Lab	4:2:6

Shortened Semesters

For courses delivered during shortened semesters, the THECB policy, as presented in Texas Administrative Code, Title 19 Education, Part 1 Texas Higher Education Coordinating Board, Chapter 4 Rules Applying to All Public Institutions of Higher Education in Texas, Subchapter A. General Provisions, Rule 4.6 "Minimum Length of Courses and Limitation on the Amount of Credit that a Student May Earn in a Given Time Period"[59], states that such courses "are expected to have the same number of contact hours and the same requirement for out-of-class learning as courses taught in a normal semester."

LIT credit hour policies apply to all courses regardless of modality, including online distance education courses. An additional way to demonstrate that the College implements the course credit consistent with its policy is found in the examples of course syllabi indicating the time frame of the specific courses delivered on-campus and online. The syllabi indicate similar content and expectations, providing evidence that the online classes contain similar demands and amounts of work to earn the credit hours awarded.

A comparison of syllabi for several General Education campus and online courses from Spring, Fall and Summer 2023 courses are provided.

Table 10.7-6 Course Syllabi	
Campus Courses	Online Courses
ARTS 1301[60]	ARTS 1301[61]
BIOL 2320[62]	BIOL 2320[63]
ENGL 1301[64]	ENGL 1301[65]
GOVT 2305[66]	GOVT 2305[67]
HIST 1301[68]	HIST 1301[69]

In terms of the credit hours required for each program, LIT offers program degree plans in Table 10.7-7:

Table 10.7-7 LIT Program Credit Hours			
Program	Deg/Cert	Degree Plan w/ Sequencing	SCH
Business	AA	AAB[70]	60
General Studies	AA	ARTS[71]	60
Teaching	AAT	AAT1[72]	60
Biological Science	AS	ASBS[73]	60
Criminal Justice	AS	ASCJ[74]	60
Health Sciences	AS	ASHS[75]	60
Engineering	AS	ASE[76]	60

Accounting Technology	AAS	ACT[77]	60
Management and Entrepreneurship	AAS	MAEA[78]	60
Logistics and Supply Chain Management	AAS	LSCM[79]	60
Computer Information Systems	AAS	CIS[80]	60
Data Analytics	AAS	DATA[31]	60
Cyber Security and Networking Technology	AAS	CSNT[81]	60
CJ Security Threat Groups	AAS	CJST[82]	60
CJ Crime Scene Technician	AAS	CJSI[83]	60
Dental Hygiene	AAS	DH[84]	68
Graphic Design Technology	AAS	GDTA[85]	60
Diagnostic Medical Sonography	AAS	DMSO[86]	65
Diagnostic Cardiac Sonography	AAS	DCSO[87]	65
Computer Drafting Technology	AAS	CDT[88]	60
Commercial Electrical Technology	AAS	ELPT[89]	60
Mechatronics	AAS	MECH[20]	60
Instrumentation Technology	AAS	INST[90]	60
Analyzer Technology	AAS	ANLZ[91]	60
EMT-Paramedic AAS	AAS	EMS[92]	60
Heating, Ventilation, and Air Conditioning	AAS	HVAC[93]	60
Health Information Technology	AAS	HIT[94]	60
Child Care and Development	AAS	CCDA[95]	60
Industrial Mechanics	AAS	IMT[96]	60
Process Operating Technology	AAS	PT[97]	60
Emergency Management and Homeland Security	AAS	HESY[98]	60
Occupational Safety and Health	AAS	OSHA[99]	60
Radiologic Technology	AAS	RA[100]	64
Real Estate	AAS	RES[101]	60
Respiratory Care	AAS	RSCA[102]	66
Advanced Engine Technology	AAS	DMT[103]	60
Welding Technology	AAS	WLDT[104]	60
Commercial Electrical Technology	C2	CETC[105]	45
Paramedic Certificate	C2	EMSP[106]	39
Medical Coding Specialist	C2	HICC[107]	44
Child Care Administrator's Certificate	C2	CCDB[108]	30
Pipe Welding Certificate	C2	WLDP[109]	37
Academic Core Curriculum	C1	ACCC[110]	42
Accounting Technology	C1	ACTC[111]	24
Management and Entrepreneurship	C1	MAEC[112]	18
Logistics Management	C1	LMGT[113]	24
Game Design Development	C1	GDDC[114]	24

SWIFT Programming	C1	SWFT[115]	18
Cyber Defense and Support Technology	C1	CDST[116]	24
Data Analytics	C1	DATC[117]	24
Cosmetology Operator	C1	COSM[118]	30
CJ Security Threat Groups	C1	CJSC[119]	24
Crime Scene Technician	C1	CCST[120]	24
Basic Peace Officer Certification	C1	LEPA[121]	18
Culinary Arts Certificate	C1	CULA[122]	15
Graphic Design Certificate	C1	GRDC[123]	24
Utility Line Technology	C1	ULTC[124]	35
Electrical Technology	C1	ELPC[125]	18
Electronic Instrumentation	C1	ISTC[126]	31
Analyzer Technology	C1	ANLC[127]	31
Emergency Medical Technician	C1	EMSB[128]	16
Air Conditioning	C1	RAC1[129]	32
Residential HVAC Installation	C1	HSAC[130]	16
Basic Fire Academy Certificate	C1	FTC[131]	18
Certificate of Health Informatics	C1	HITC[132]	24
Child Development Associate	C1	CDAC[133]	16
Industrial Mechanics Certificate	C1	IMTC[134]	32
Pharmacy Technician	C1	PHRA[135]	25
Certificate in Process Operations	C1	PTC[136]	17
Plumbing Technology	C1	PFPB[137]	33
Emergency Management and Homeland Security	C1	HEMC[138]	25
Occupational Safety and Health	C1	OSHB[139]	24
Environmental Technology Certificate	C1	OSHT[140]	19
Real Estate Certificate	C1	RESC[141]	24
Automotive Collision Repair Technology	C1	AUCO[142]	15
Advanced Engine Certificate Diesel	C1	DMC[143]	28
Structural Welding Certificate	C1	WLDQ[144]	26
SMAW Welding Certificate	C1	WLDG[145]	18

Determining Credit Equivalencies

At LIT, contact hours refer to the official scheduled meeting times for a course and may be designated as lecture, lab, or external learning hours (i.e., clinical, practicum, or internships). To ensure that students receive adequate instructional time to master the designated learning outcomes of a course, each course must meet for the correct number of contact hours.

LIT's Undergraduate Catalog and website provide course descriptions with a notation of credit hours, lecture hours, and lab/practicum/clinical hours for all courses. For example, a course that is designated as three lecture hours and two lab hours (or 4:3:2) on the course master syllabus and in the Undergraduate Catalog must meet a minimum of five, 50-minute contact hours (or 250 minutes) each week.

Determining Credit Equivalencies for Non-Traditional Courses

While LIT does not have any credit programs that use a measure of credit other than the semester hour, LIT does offer non-traditional courses (clinical, internships, practicums).

The process and procedure for determining credit equivalencies for non-traditional courses includes a Contact Hour to Credit Equivalency conversion (GIPWE[146]). In these non-traditional courses, the state guidelines provide the sound means of determining credit equivalencies by providing the designated range of contact hours and corresponding credit hours.

For an external learning experience, a ratio of 1:3 up to 1:6 is applied to a range of 48 to 576 contacts hours.

- If a 48-contact hour clinical is scheduled over a 16-week semester equals to $48/16=3$, and using the 1:3 ratio, $3/3= 1$ SCH.
- While a 576-contact hour clinical over a 16-week semester equals to $576/16=36$, and using a 1:6 ratio, $36/6 = 6$ SCH.

The following WECM tables provide the completed conversions used to determine credit equivalencies for every allowed combination:

Table 10.7-8 WECM Conversion Tables			
External Learning Experiences	Ratio of Credit Hour to External Learning Experience	Range of Contact Hours	Contact Hour to SCH Conversion Tables
Clinical	1:3, 1:4, 1:5, or 1:6	48-576	Clinical[147]
Internship	1:3, 1:4, 1:5, or 1:6	48-576	Internship[148]
Practicum	1:7,1:8,1:9 or 1:10	112-640	Practicum[149]

LIT follows these state guidelines in each program and course development. The following table demonstrates the process taken to establish credit equivalencies:

- LIT program identifies the need for an external learning experience,
- the state guidelines provide the course structure options, and
- the contact hour range is converted to the corresponding SCH.

Table 10.7-9 Non-Traditional Courses (External Learning Experience)					
Department and Program	External Learning Experience Developed	Contact Hour Range Selected	WECM Course Selected	Awarded Credit (SCH)	Catalog Entry
ALLIED HEALTH & SCIENCES CLINICALS AND PRACTIUMS					
Dental Hygiene	clinical	96-192	DHYG 2261[150]	2	X[151]
Pharmacy	clinical	96-192	PHRA 1260 [152]	2	X[153]
Radiology	clinical	144-288	RADR 1360[154]	3	X[155]
Respiratory	clinical	144-288	RSPT 2361 [156]	3	X[157]

Medical Sonography	practicum	336-480	DMSO 1366[158]	3	X[159]
Cardiac Sonography	practicum	336-480	DSAE 2365 [160]	3	X[161]
BUSINESS TECHNOLOGIES INTERNSHIPS & PRACTICUMS					
Accounting	internship	240-336	BMGT 2382[162]	3	X[163]
Computer Information Systems	internship	240-336	BUSG 1380[164]	3	X[165]
Cyber Security and Networking Technology	internship	240-336	CPMT 2380[166]	3	X[167]
Graphic Design	internship	240-336	ARTC 2380 [168]	3	X[169]
Management and Entrepreneurship	internship	240-336	BMGT 2382[162]	3	X[163]
PUBLIC SERVICE AND SAFETY INTERNSHIPS & PRACTICUMS					
Crime Scene Technician	practicum	224-320	CJSA 2265 [170]	2	X[171]
Emergency Medical Technician Paramedic	clinical	96-192	EMSP 2260[172]	2	X[173]
Emergency Medical Technician Paramedic	practicum	224-320	EMSP 2264[174]	2	X[175]
TECHNOLOGY INTERNSHIPS & PRACTICUMS					
Advanced Engine Technology	internship	128-176	DEMR 1280[176]	2	X[177]
Computer Drafting	internship	240-336	DFTG 2380 [178]	3	X[179]
Heat Ventilation and Air Conditioning	internship	240-336	HART 1380 [180]	3	X[181]
Industrial Mechanics Technology	internship	240-336	INMT 2380 [182]	3	X[183]
Instrumentation Technology	internship	352-496	INTC 2480 [184]	4	X[185]
Process Operating Technology	internship	464-656	CTEC 2580 [186]	5	X[187]

Advanced Standing

LIT welcomes all transfer students, many arriving with previous college and/or other credits that may be applied to LIT's degree and/or certificate program. A student may receive up to 75% credit of their LIT degree plan by Credit by Exams, DSST™, CLEP™, and other prior learning. Credit earned by examination is equivalent to credit earned by taking the course. Credit will be awarded only when the student is enrolled at LIT. LIT students may earn college credit or advanced standing by successfully completing several testing programs. The testing programs include:

1. Advanced Placement
2. Experiential Credit
3. College Level Examination Program®
4. DANTES (DSST Testing)
5. Credit by Examination
6. Transfer of Military Credit.

Advanced Placement by the College Board

Students may earn advanced placement by successfully completing the Advanced Placement (AP) by the College Board. The Advanced Placement exams are offered at area high schools. Some of the most common subject matter areas and the basis for granting credits are listed below:

Table 10.7-10 Advanced Placement by the College Board Equivalencies		
Exam Title	Minimum Score Required	Equivalent Course
Biology[188]	3	BIOL 1306[189] & 1106[190], BIOL 1307[191] & 1107[192]
Chemistry[193]	3	CHEM 1311[194] & 1111[195]
English Lang Comp [196]	3	ENGL 1301[197]
English Lang Comp [196]	4 or 5	ENGL 1301[197] & ENGL 1302 [198]
English Lit Comp[199]	3	ENGL 1302[198]
Macroeconomics[200]	3	ECON 2301[201]
Microeconomics[202]	3	ECON 2302[203]
Psychology[204]	3	PSYC 2301[205]
Statistics[206]	3	MATH 1342[207]
United States History [208]	3	HIST 1301[209]

Other Subject tests[210] may also be submitted for credit.

Experiential Credit

LIT believes rigorous professional and personal development occurs in settings outside the traditional classroom. Students enrolled in certificate and degree programs are permitted to seek credit for experiential learning. Credit is awarded based on an assessment of a student's prior knowledge and acquired skills. Documentation of experiential learning is evaluated by an LIT faculty member with expertise in the discipline and reviewed by the Department Chair, Dean of Instruction and the Provost. Evidence of the student's prior learning must be equivalent to what a student would have obtained in the college-level course.

College Level Examination Program ®

LIT welcomes a variety of students, many of whom bring an established knowledge base with them to the campus. To recognize such knowledge and assist students with matriculation, Lamar Institute of Technology awards credit on the basis of the Subject Examinations of the College Level Examination Program™ (CLEP™). CLEP™ allows students to gain college credit and shorten the time it takes to earn a degree. The College Level Examination Program® (CLEP) gives students the opportunity to receive college credit for prior knowledge by earning qualifying scores on select examinations. CLEP scores range from 20 to 80. LIT follows the ACGM guidelines to identify equivalent subject courses

and credits awarded. The following table is a list of subjects for which credit can be awarded, required minimum scores, equivalent course and credit awarded.

Table 10.7-11 College Level Examination Program®			
CLEP Examination	LIT Equivalent Course	Minimum Score	Credit Granted
Principles of Macroeconomics[211]	ECON 2301[201]	50	3 SCH
Principles of Microeconomics[212]	ECON 2302[203]	50	3 SCH
American Literature[213]	ENGL 2326[214]	50	3 SCH
College Composition Modular[215]	ENGL 1301[197]	50	3 SCH
English (British) Literature[216]	ENGL 2321[217]	50	3 SCH
Humanities[218]	HUMA 1315[219]	50	3 SCH
History of the United States I[220]	HIST 1301[209]	50	3 SCH
History of the United States II[221]	HIST 1302[222]	50	3 SCH
American Government[223]	GOVT 2305[224]	50	3 SCH
Introductory Psychology[225]	PSYC 2301[205]	50	3 SCH
Introduction to Sociology[226]	SOCI 1301[227]	50	3 SCH
College Mathematics[228]	MATH 1332[229]	50	3 SCH
College Algebra[230]	MATH 1314[231]	50	3 SCH
Information Systems[232]	BCIS 1305[233]	50	3 SCH

DSST (formerly DANTES Subject Standardized Tests)

LIT welcomes a variety of students, many of whom bring an established knowledge base with them to the campus. To recognize such knowledge and assist students with matriculation LIT awards credit on the basis of the DSST™ Exams. DSST™ allows students to gain college credit and shorten the time it takes to earn a degree. It is the student's responsibility to request DSST™ credit placed on his/her records. A student may not receive DSST™ credit for any classes that a grade has been posted or will be posted by the time the official score report is received. Credit will not be awarded by examination to students who have prior credit for the same course or its equivalent. Grades will not be assigned, nor will hours be used in the computation of grade point average.

At this time, LIT recognizes the ACE recommended scores as the criteria for granting credit.

Table 10.7-12 DSST™ Credit Granted by Lamar Institute of Technology				
Subject Examination	Score Required for Credit after 2008	Score Required for Credit Prior to 2008	Credit Hours	LIT Courses
Art of the Western World [234]	400	48	3	ARTS 1301[235]
Criminal Justice[236]	400	49	3	CRIJ 1301 [237]
Fundamentals of College Algebra[238]	400	47	3	MATH 1314 [231]
Human Resource Management[239]	400	46	3	HRPO 2301[240]

Introduction to Business [241]	400	46	3	BUSI 1301 [242]
Personal Finance[243]	400	46	3	BUSI 1307 [244]
Principles of Statistics [245]	400	48	3	MATH 1342[207]

Credit by Examination

Students enrolled at LIT may earn college credit by examination. Eligible students must:

1. be officially enrolled in a course at LIT
2. have the approval of the Instructor of the course, Department Chair responsible for the course, and the Provost/Vice President for Instruction
3. complete the Credit by Examination form
4. pay the necessary advanced standing testing fee
5. successfully complete a comprehensive examination that includes the learning outcomes for the course

Students are not eligible if they are enrolled in the course they want to earn credit by examination. Credit by Examination is intended for students who have completed formal or informal training in topics presented at the rigor of a college level curriculum. Credit is awarded to students that pass an advanced standing examination with a 'C' or better. Students seeking to earn credit by examination should contact the instructor for the course. The Credit by Examination form is available in departmental offices.

A student may receive a maximum of 75% credit of their LIT degree plan by Credit by Exams, DSST™, CLEP™, and other prior learning.

Transfer of Military Credit

Credit may be granted for military experience. Credit will be evaluated based upon the evaluation recommendations outlined in the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services manual. Students must submit one of the following documents: Form DD214 or Form DD256 and SMART transcript. Transcripts can be downloaded from www.acenet.edu.

Conclusion

In conclusion, LIT has provided evidence that the college has a sound means for determining credit equivalencies, and has both described and documented the processes or procedures to determine credit equivalencies.

- 10.8** The institution publishes policies for evaluating, awarding and accepting credit not originating from the institution. The institution ensures (a.) the academic quality of any credit or coursework recorded on its transcript, (b.) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c.) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission. (*Evaluating and awarding academic credit*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) publishes policies for evaluating, awarding and accepting credit not originating from the institution. The College ensures the academic quality of any credit or coursework recorded on its transcript, an approval process with oversight by persons academically qualified to make the necessary judgments, and the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.

Academic Quality

To facilitate the seamless articulation of student credit across educational entities across Texas, State of Texas Education Code, Title 3. Higher Education, Subtitle B. State Coordination of Higher Education, Chapter 61. Texas Higher Education Coordinating Board, Subchapter S. Transfer of Credit, Section 61.832 “Common Course Numbering System,”[1] establishes the approval process for a common course numbering system for lower-division courses that improves program planning, increases communication, and facilitates student acceleration, and the transfer of students and credits. This ensures that courses that have the same academic content and are taught by faculty with comparable credentials are given the same prefix and number. These courses are considered equivalent and are guaranteed to transfer to any other institution participating in the Texas Common Core Numbering System (TCCNS)[2].

Policy 2.47 “Transfer Policy,”[3] Policy 2.48 “Experiential Learning Policy,”[4] and Policy 8.17 “Advanced Standing Examinations”[5] authorizes the College to evaluate and award accelerated /experiential learning credit so that students may earn credits toward a degree or certificate.

These policies are organized as shown in Table 10.8-1 "Evaluating, Awarding, and Accepting of Academic Credit." This table provides a breakdown of the various types of credit, the subsection of the policy (if applicable), comparability criteria applied in the awarding of transfer credit, and artifacts demonstrating implementation as evidenced by redacted student transcripts. To ensure accessibility, these policies and procedures are published on the LIT Website (Policies Page[6], PLA/AP Page[7]), the PLA Handbook[8] and the College Catalog/Student Handbook[9].

Table 10.8-1 Evaluating, Awarding, and Accepting of Academic Credit				
Type of Credit	LIT Policy	Subsection	Comparability Criteria	Artifact
Transfer	Policy 2.47 “Transfer Policy”[3]	Evaluating Regionally Accredited Institutional Credit[10]	<ul style="list-style-type: none"> Students must submit official transcripts from all colleges attended 	X[11]
		Evaluating Non-Regionally Accredited Institutional Credit[12]	<ul style="list-style-type: none"> Students must submit official transcripts from all colleges attended Additional documentation may be required prior to acceptance of credit Coursework will be evaluated in terms of level, content, quality, comparability and degree program relevance 	X[13]
			<ul style="list-style-type: none"> Evaluation is based on American 	

Military Educational Training Programs		Military Educational Training Programs[14]	<p>Council on Education (ACE) Guide to Evaluation of Educational Experiences in the Armed Services manual</p> <ul style="list-style-type: none"> • Students must submit either a Form DD214 or Form DD256 • A military transcript 	X[15]
Foreign Educational Institutions		Foreign Educational Institutions[16]	<ul style="list-style-type: none"> • Official transcripts must be evaluated by an evaluation service approved by LIT 	X[17]
Non-Collegiate		Non-Collegiate [18]	<ul style="list-style-type: none"> • Official certification or documentation 	X[19]
Experiential Learning / Prior Learning Assessment	Policy 2.48 “Experiential Learning Policy”[20]	N/A	<ul style="list-style-type: none"> • Only degree and certificate-seeking students who are currently enrolled and who have earned 25% of their college credits or equivalent at LIT • Credit is awarded based on an assessment of a student’s prior knowledge and acquired skills. Evidence of the student’s prior learning must be equivalent to what a student would have obtained in the college-level course. 	X[21]
			<ul style="list-style-type: none"> • Advanced standing examinations are intended only for those students who have had the equivalent, in 	

CLEP / AP	Policy 8.17 "Advanced Standing Examinations" [5]	N/A	formal or informal training, of work being presented in the course in question. • Credit may be granted to those who pass departmental advance standing examinations with a grade of "B" or better. Normally, departmental examinations will be given only if CLEP subject examinations are not available.	X[22] X[23]
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The College's policies related to evaluating and awarding academic credit are clearly written and describe a systematic process and key personnel responsible for their implementation. For example, Policy 2.48 "Experiential Learning Policy"[20] outlines the specific responsibilities of the students, the registrar's office, the department chair/program manager, and appropriate subject matter and academic experts to award appropriate credit. The process begins when a student schedules and completes a meeting with the department chair to discuss applying for experiential learning. The chair will then provide the prior learning application and determine the appropriate assessment pathway. The student then submits the prior learning application and appropriate documentation to the department chair. The documentation must demonstrate learning outcomes consistent with every course outcome. The documentation will be evaluated by a LIT faculty member with expertise in the discipline and reviewed by the department chair, dean of instruction, and the provost. College credit is awarded if the evaluator determines the documentation provides sufficient evidence that the knowledge and skills a student has acquired outside the classroom are equivalent to what one would have acquired in the respective college course. The office of instruction will notify the applicant (student) in writing of the outcome of the application for experiential learning. College credit will be awarded by the Registrar upon approval by the appropriate Department Chair, Dean of Instruction, and the Provost/Vice President of Instruction. Experiential Learning will appear as transfer credit on a student's transcript; and thus, the maximum amount of credit that can be awarded is limited by a student's total transfer hours. Credit hours will be awarded for experiential learning; however, no quality points will be assigned. To further ensure clarity for students regarding accelerated/alternate education, procedural guidance has been integrated into the LIT PLA Handbook[8].

To ensure consistency with commonly accepted practices, the chief academic officer and the chief student affairs officer actively participate in TSUS quarterly meetings (Chief Academic Officers[24], Chief Student Affairs Officers[25]). The purpose of these meetings is to serve in an advisory capacity to the vice chancellor of academic and health affairs. These system level advisory committees serve as a system-wide body for the study, evaluation, and implementation of system-wide policies as well as facilitate communication and information exchange between system colleges and universities. This level of communication ensures that LIT adheres to commonly accepted practices in higher education.

The development of the College's policies is authorized by The Texas State University System Rules and Regulations, Chapter 1, "Board of Regents," Section 2 "Authority," Subpart 2.2 "Board Responsibilities,"[26] states that the TSUS Board of Regents "... has authority to promulgate and

enforce such rules, regulations, and orders for the operation, control, and management of the system and its Component institutions as the Board may deem either necessary or desirable. When a power is vested in the Board, the Board may adopt a rule, regulation, or order delegating such power to any officer, employee, or committee as the Board may designate.³ The Board is responsible for regularly reviewing institutional missions and strategic plans. The Texas State University System Rules and Regulations, Chapter IV, "President of the Components," Section 2 "Authority, Duties, and Responsibilities," Subsection 2.2 "Delegation of Authority," part 2.24^[27] states that the president has the responsibility to "interpret system policies to faculty and staff." As such, Policy 2.47 "Transfer Policy,"^[3] Policy 2.48 "Experiential Learning Policy,"^[4] and Policy 8.17 "Advanced Standing Examinations"^[5] authorizes the College to evaluate and award transfer/accelerated/experiential learning credit so that students may earn credits toward a degree or certificate. Policies and procedures for evaluating and awarding academic credit adhere to the College's process for policy and procedure development and review. As previously described in Standard 10.1 "Academic Policies,"^[28] all policies are developed through a systematic process which may be initiated by either faculty or administration. The process involves one of two paths, depending on whether is purely faculty related or staff related. For academic policies, the LIT Faculty Senate is afforded the opportunity to review and comment, either directly or at the discretion of the Faculty Senate Chair. For staff related, or general employee policies, both faculty and staff senates are involved in the review, comment, and approval process. The last step in the process involves any policy creations or revisions being submitted to the LIT presidents executive team for final approval.

Comparability

To ensure comparability with LIT courses and degree programs, Table 10.8-1 "Evaluating, Awarding, and Accepting of Academic Credit" identifies the comparability criteria consistently applied to the awarding of transfer/accelerated/experiential learning credit. As stated above, the process begins when a student schedules and completes a meeting with the department chair to discuss applying for experiential learning. The chair will then provide the prior learning application and determine the appropriate assessment pathway. The student then submits the prior learning application and appropriate documentation to the department chair. The documentation must demonstrate learning outcomes consistent with every course outcome. The documentation will be evaluated by a LIT faculty member with expertise in the discipline and reviewed by the department chair, dean of instruction, and the provost. College credit is awarded if the evaluator determines the documentation provides sufficient evidence that the knowledge and skills a student has acquired outside the classroom are equivalent to what one would have acquired in the respective college course. The office of instruction will notify the applicant (student) in writing of the outcome of the application for experiential learning. College credit will be awarded by the Registrar upon approval by the appropriate Department Chair, Dean of Instruction, and the Provost/Vice President of Instruction. Experiential Learning will appear as transfer credit on a student's transcript; and thus, the maximum amount of credit that can be awarded is limited by a student's total transfer hours. Credit hours will be awarded for experiential learning; however, no quality points will be assigned.

The College's policies and procedures on evaluating and awarding academic credit are consistent with the College's mission^[29] of "...providing innovative teaching and learning for tomorrow's workforce" as illustrated in Table 10.8-2 "Consistency with College Mission." This table shows a side-by-side comparison of elements of the College mission and the types of academic credit awarded. Lamar Institute of Technology has no study abroad or student exchange agreements with institutions or organizations that involve transferring of credits for coursework leading to a degree.

Table 10.8-2 Consistency with College Mission		
Mission Element	Awarding Mechanism	Credit Awarded Toward
Teaching and Learning	Transfer CLEP/AP Military Experiential Learning/PLA	AA AS AAS Certificate

	Foreign Educational Institutions	
Workforce	Transfer Military Experiential Learning/PLA Non-Credit	AS AAS Certificate

- 10.9** The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. **(Cooperative academic arrangements)**

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) has no cooperative arrangements as defined by this standard. Credits not originating from LIT are designated as transfer and follow the applicable procedures described in Standard 10.8[1].

Section 11 Library and Learning/Information Resources

- 11.1** The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission. *(Library and learning/information resources)[CR]*

Compliance Status: Compliant

Narrative

Lamar Institute of Technology's (LIT) Mary and John Gray Library (Gray Library, the library) provides adequate and appropriate library and learning/information resources, services, and support for the institution's curriculum and mission to provide a learning-centered environment through quality programs, training, and services. The information resources[1] provided by the library is congruent with the overall college mission and as such the learning/information resources, services, and support areas facilitate and encourage academic excellence, lifelong learning, and the fulfillment of educational, occupational, and personal goals. The college library has an adequate collection of comprehensive resources to support the full range of the institution's academic programs from adult basic education (ABE) through associate degrees. The library is guided by its mission statement[2] in providing adequate and appropriate information resources, services and support; "The Mary and John Gray Library cultivates student learning, supports individual and collaborative scholarship, and contributes to academic and professional achievement."

Gray Library's physical collection and library personnel are housed in the eight floor Mary and John Gray Library, positioned at the center of the Lamar University campus. LIT shares library resources with Lamar University due to our proximity and history of having been one united campus. The library will soon be undergoing a comprehensive renovation, including envelope repair, code compliance including building egress, infrastructure upgrades, public elevators, and a complete interior renovation. The renovation will take place between 2024 and 2027 at a currently estimated cost of \$60.5 million. In addition, the library recently underwent a renovation of its fire suppression system that was completed in Summer 2022. An overview of the complete fire suppression construction and greater details regarding the upcoming renovation project can be found in the library renovation summary[3] and library renovation plan[4].





Picture 1: The Mary and John Gray Library

Collections Overview

Gray Library's collections support learning and research at the Lamar Institute of Technology. The library holds 529,664 print books, and provides access to 376,674 e-books, and 65,903 e-journals through a combination of subscriptions, full-text databases, consortium licenses, and document delivery. The breadth of this collection provides appropriate coverage and adequate support to the programs at the university and for all LIT departments.

Gray Library subscribes to 1,278 e-journals. Usage serves as a metric for assessing appropriateness. In 2022, the ScienceDirect e-journals collection had 15,872 article downloads[5]. The library also subscribes to 163 research database subscriptions, as reported on the 2022 Association of College & Research Libraries (ACRL) Academic Libraries Survey, which included the Integrated Postsecondary Education Data Systems (IPEDS component)[6]. Several of the research databases – such as EBSCO's Academic Search Complete – contains multi-disciplinary journal content. The library also provides access to an additional 43,665 e-journals through third-party document delivery services.

Gray library provides access to digital backfiles of journals via the following online collections: JSTOR Arts & Sciences Collections 1-15 (2136 titles, dates ranging from 1769-2022), the Institute of Electrical and Electronic Engineers (IEEE) Journal Archive (245 titles, covering 1884-2000). American Chemical Society Legacy Archive (23 titles, covering 1879-1995), American Institute of Physics Publishing Digital Archive (20 titles, covering 1929-1988), Royal Society of Chemistry Archive (63 titles, covering 1841-2007), Elsevier Business, Management and Accounting Backfile (72 titles, covering 1957-1994), Elsevier Chemical Engineering Backfile (38 titles, covering 1946-1994)Elsevier Organic Chemistry Backfile (15 titles, covering 1957-1994). Additionally, the library also has digital backfiles for the following newspapers: The Beaumont Enterprise Digital Historical Archive (1880-present), The Dallas Morning News (1885-1984), the Houston Chronicle (1901-1985), and Early American Newspapers Series 10 Regional Pioneers (440 titles from all 50 states covering 1730-1900).

The library became a selective depository for publications of the United States Government in 1957 and currently receives 69.46% of the titles available with 21.19% of the selections in print and 78.81%

online. The collection contains 196,397 total items with 39.05% of the collection in print (76,689) and 60.95% of the collection online (119,708)[7].

The library's Special Collections and Archives preserve, collect, and provide access to rare books, historical collections of Southeast Texas and official permanent records of Lamar University. The current collection measures at 2,165 linear feet, including collections of historical documents on the Big Thicket and historical photographic records of the city of Beaumont.

Appropriateness and Adequacy

In addition to monitoring usage reports as a means of assessing the appropriateness of the collection, the library conducts periodic surveys of the students and faculty of Lamar University and Lamar Institute of Technology to ascertain whether that are able to find the information resources they need from the library, thereby assessing both the adequacy and appropriateness of the collection. One example of this kind of survey is the Student Book Use and Preference Survey[8] conducted by the library in Fall 2022. To this end, the library also administers the LibQUAL+ Survey[9], offered by the Association of Research Libraries, in order to obtain detailed feedback on services and resources provided by the Gray Library. As demonstrated in the 2023 LibQUAL+ Survey[10], the library has increased its perception of collection quality since the 2021 report[11]. The LibQUAL+ survey instrument solicits feedback in several broad areas including Information Control (IC), which investigates the library's ability to provide users with needed information.

Table 11.1-1 compares the 2023 and 2021 adequacy gaps in the various Information Control categories. Adequacy gaps are determined by subtracting the respondent's rating for the minimum acceptable level of service from the perceived level of service provided by the library. Table 1 illustrates that in almost every category the 2023 results improved on those from 2021. In particular, the ratings for the library's electronic collections and journals collections were improved from the previous survey at a difference of .14 and .26 respectively.

Table 11.1-1 LibQUAL+ Difference in Information Control Adequacy Ratings 2023vs 2021			
Information Control Facet Adequacy Rating	2023	2021	Difference
IC-1 Making electronic resources accessible from my home or office	.47	.34	+.13
IC-2 A library web site enabling me to locate information on my own	.65	.23	+.42
IC-3 The printed library materials I need for my work	.53	.69	-.16
IC-4 The electronic information resources I need	.69	.55	+.14
IC-5 Modern equipment that lets me easily access needed information	.32	.17	+.15
IC-6 Easy-to-use access tools that allow me to find things on my own	.36	.26	+.1
IC-7 Making information easily accessible for independent use	.27	.40	-.13
IC-8 Print and/or electronic journal collections I require for my work	.44	.18	+.26

Another method of determining the adequacy and appropriateness of the collections is by comparing the library's collections to peer institutions. Nine institutions were selected as peers to the Lamar Institute of Technology: Clarendon College, Coastal Bend College, Frank Phillips College, Howard College, Lamar State College – Port Arthur, Northeast Texas Community College, Paris Junior College, Temple College and Western Texas College. The institutions include in-state institutions that are similar to the Lamar Institute of Technology in size and other characteristics. Comparative Data

from the Integrated Postsecondary Education Data System (IPEDS) annual survey and the Association for College and Research Libraries (ACRL) Academic Library Trends and Statistics Survey was used to assess the adequacy and appropriateness of the Library collections. The IPEDS data[12] are from the 2020-2021 survey year, which is the latest available. Table 11.1-2 lists the ten institutions with selective descriptive data.

Table 11.1-2: Academic Library Peer Comparison Group				
Institution	Student Headcount	Total Library Expenditures	Serials Subscription Expenditures	Number of Databases
Clarendon College	2,966	150,372	5,486	72
Coastal Bend College	5,590	172,316	85,368	83
Frank Phillips College	1,988	81,500	13,000	79
Howard College	4,821	347,323	32,084	125
Lamar Institute of Technology	5,571	3,231,000	1,337,000	162
Lamar State College – Port Arthur	3,132	335,284	77,553	121
Northeast Community College	3,720	250,259	7,826	95
Paris Junior College	6,148	291,322	7,826	90
Temple College	7,619	409,461	116,347	149
Western Texas College	3,397	92,034	24,159	82

Figure 11.1-1 depicts the percent of the total library budget that was spent on materials (books, serials, media) as reported in the annual ACRL survey[13]. The chart compares the Gray Library's percentage to the mean of the nine peer institutions. The above table demonstrates that in total expenditures and expenditures on serials subscriptions the Mary & John Gray Library performed much higher than LIT's peer institutions. The library also offers the highest number of subscriptions database compared to peers. This data also demonstrates that regardless of budget the Gray Library spends a larger portion on information resources than libraries at peer institutions.

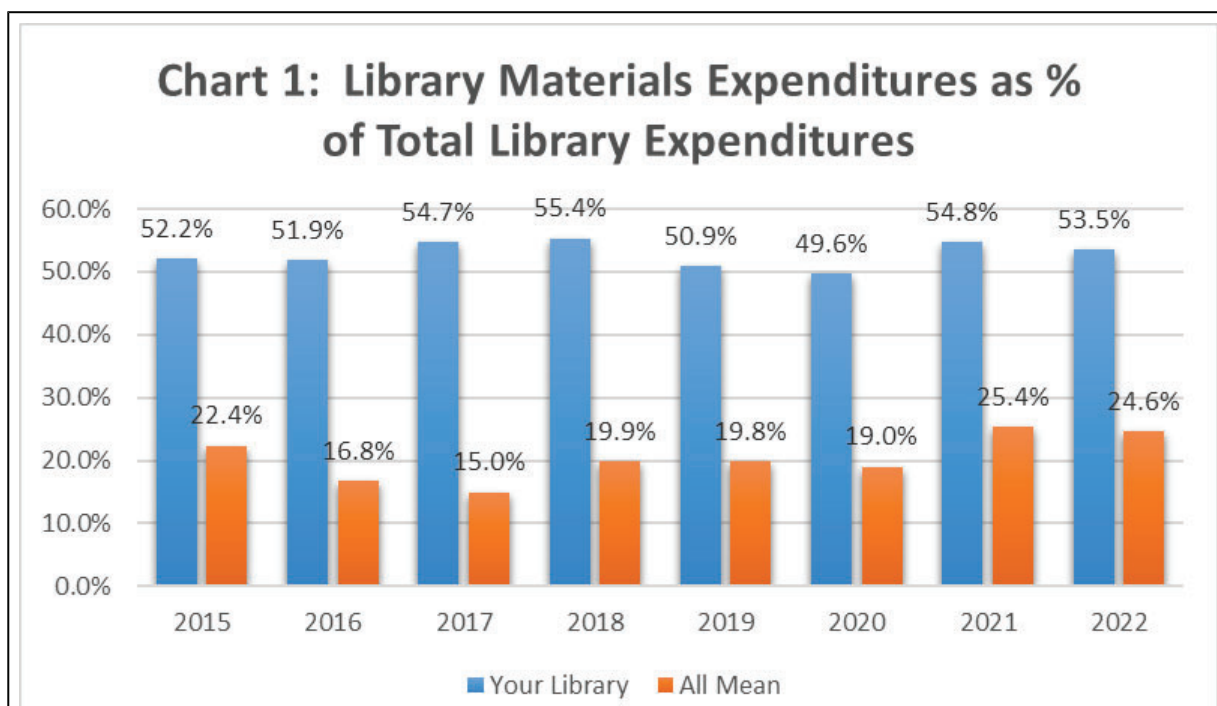


Figure 11.1-1 - Chart 1: Library Materials Expenditures as % of Total Library Expenditures

Figure 11.1-2 shows the comparison of Gray Library’s serials holdings to those of other peer institutions. Gray Library’s holdings are displayed in the column rows with the left, blue column depicting electronic serials for each year and the right, orange column indicating physical serial subscriptions. The two lines represent the mean holdings of the peer institutions. The upper, yellow line depicts average electronic serial titles held while the lower, gray line indicates average physical serial titles held. In both instances the Gray Library demonstrates greater serials holdings for both digital and physical titles in comparison to peer institutions.

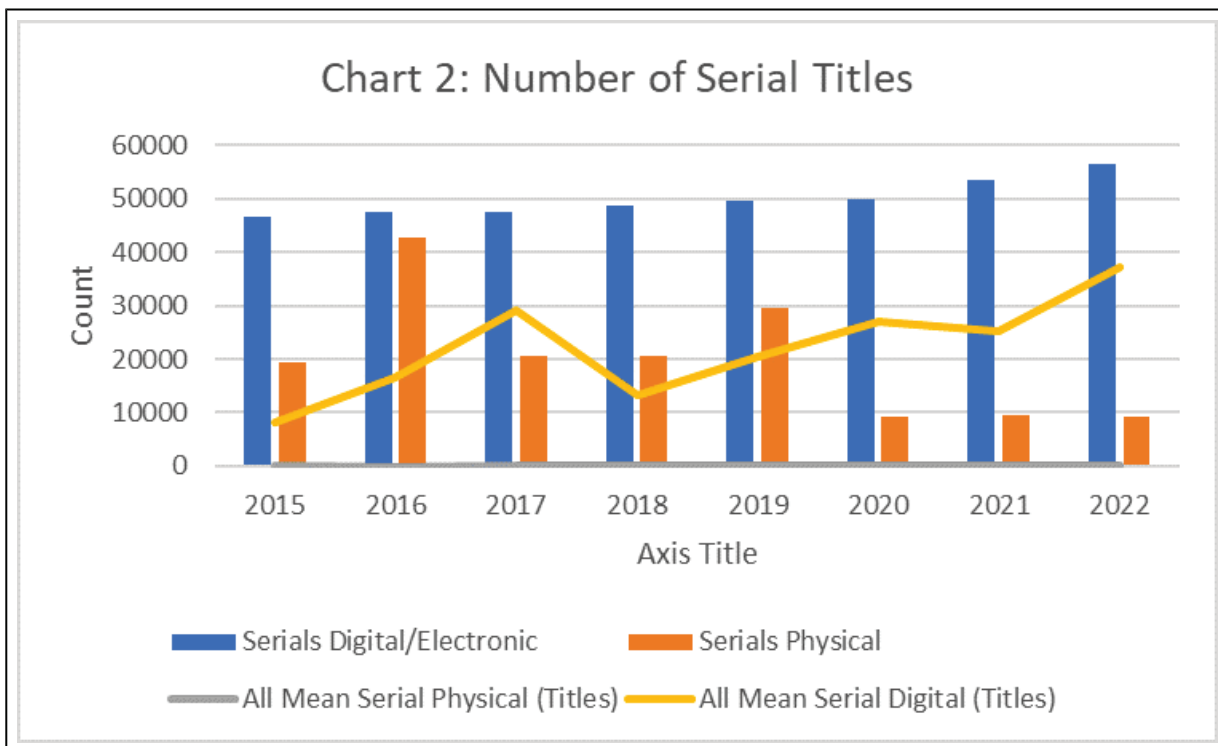


Figure 11.1-2 - Chart 2: Number of Serial Titles

Similarly, Figure 11.1-3 demonstrates the strength of the Gray Library’s book collection in comparison to LIT’s peer institutions. The columns represent the library’s holdings with the upper, orange portion indicating physical titles and the lower, blue portion showing electronic titles. The gray line indicates the average holdings of all book titles among peer institutions. Once again, local holdings are significantly higher than the mean amongst peer institutions.

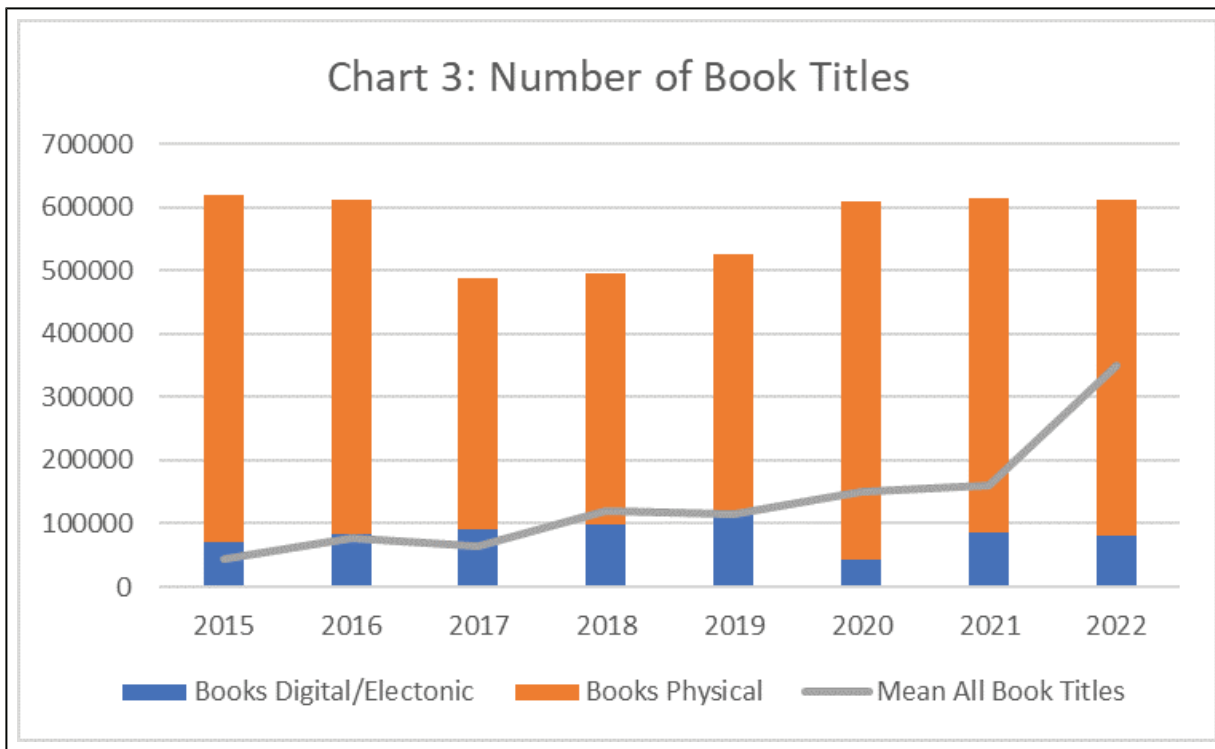


Figure 11.1-3 - Chart 3: Number of Book Titles

Comparing the lending rates of the Gray Library[14] to peer institutions demonstrates the uniqueness of the library’s collection. Figure 11.1-4 depicts the net lending rates of the Gray Library and the previously identified peer institutions. Numbers above the zero line (LIT, CC, CBS, FPC, NTCC, TC) indicate the institution lent more materials to other libraries through the interlibrary loan program than it took in. Numbers below the zero line (HC, LSPA, PJS, WTC) indicate the library borrowed more items than it lent out.

The Gray Library far outperforms the other peer institutions lending a greater number of items to other libraries compared to all peers.

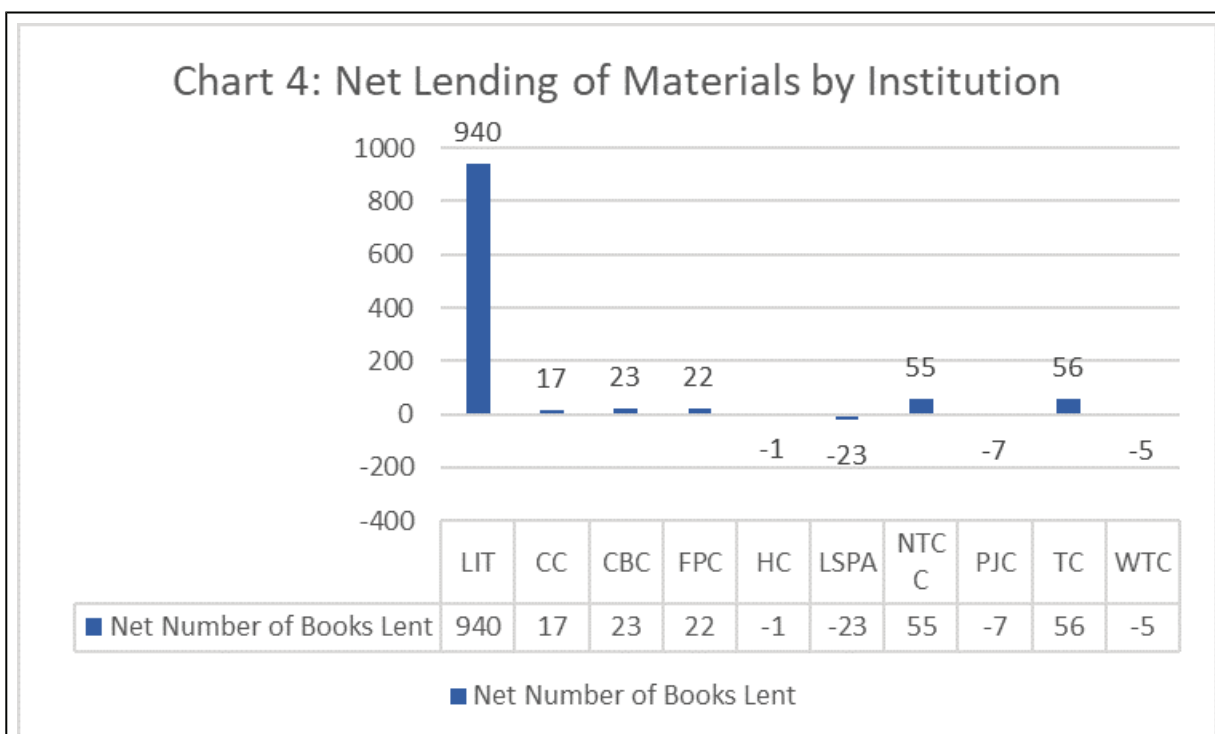


Figure 11.1-4 - Chart 4: Net Lending of Materials by Institution

In addition to evaluating holdings and lending, the adequacy of the library's collection is also measure by the successful reaffirmation of accreditation for the several individually accredited programs offered at the Lamar Institute of Technology. During the past ten years, the library has successfully supported the reaffirmation or new accreditation of the following programs:

- Dental Hygiene Program – CODA – 2019 (CODA Report[15])
- Health Information Program – CAHIIM – 2022 (CAHIIM Report[16])
- Radiology Program – JRCERT – 2023 (JRCERT Report[17])
- Respiratory Program – COARC – 2023 (COARC Report[18])
- Sonography Program – JRC-DMS – 2023 (JRC-DMS Report[19])
- Furthermore, the Gray Library also successfully contributed to the accreditation reaffirmation of Lamar University in 2019[20]

The Library also ensures the adequacy and appropriateness of the collection by providing an opportunity for faculty to request specific books and other resources. There is a material request form [21] on the library webpage that enables faculty to submit requests for books and other materials.

The above surveys and reports along with the ease of requesting materials and the success of reaffirmation efforts shows that the library's collections and materials are adequate and appropriate for the courses and programs at the Lamar Institute of Technology.

Collection Development Policy

A formal collection development policy[22] serves to provide clear guidelines, align the collection with institutional goals, and ensure efficient resource allocation while promoting intellectual freedom and ethical compliance. It also guides librarians on an ongoing basis in the selection of books and other information sources and in the preparation of library reports for accreditation reviews. Evidence that the policy works well lies in the success of the continued accreditation of the programs listed above, as well as the feedback from the surveys cited above.

Access for off-campus students and faculty

Students at off-campus sites and online education students benefit from the fact that access to virtually all but the library's print collection is immediately available via the Gray Library's webpage[23].

All actively enrolled Lamar Institute of Technology students and all faculty members are assigned a Lamar Electronic Account (LEA)[24] by the Information Technology Department at Lamar University. This account includes a username and password for students and faculty to use to access the online research databases, e-books and e-journals available through the Gray Library website and online public access catalog. Access to the online public access catalog itself does not require a log-in. Additionally, online students who need a physical book or journal article that is not available electronically may request the item through Interlibrary Loan, and the requested materials will be mailed to the requester.

Furthermore, students and faculty can obtain a free *TexShare* borrower's card[25] in person from Gray Library's Circulation Department. This card allows students and faculty to check out books at more than 500 participating academic and public libraries throughout the entire state of Texas[26], essentially making these additional libraries' print collections as available to them as the resources in their own home library.

Other Services related to Collections

Students may access online learning resources/information sources, known as *LibGuides*[27], directly through the library's website. Furthermore, students and faculty may search for research materials via the consolidated EBSCO Discovery Service (EDS), locally branded "Cardinal Onesearch." They may also search for specific titles in the online public access catalog, under the "Library Catalog" tab. Users can also search for specific journals by clicking on the "Journals" tab[28], or they may browse research database by subject or alphabetically by clicking on the "Database List" tab[29]. Once they have located desired materials, the system will prompt them to log in with their Lamar Electronic Account (LEA), as described above.

Support services for students and faculty in general are listed on the library website under the "Services" tab," where users can click on the list to find more information about each one. Listed services include: Circulation, Interlibrary Loan, Faculty Support, Special Collections and Lamar University Archive and Records Management. A brief description of each service is provided below, and more detail is provided in the 2022 Gray Library Annual Report[30].

The Research, Engagement and Learning Department (REL) supports teaching, research and success of student and faculty at the Lamar Institute of Technology. The department focuses on assisting students in locating resources, supporting faculty with academic resources to teach their courses and connecting researchers with global resources for the LIT community. Additionally, the department provides 24/7 virtual research assistant to access library resources as well as answer questions relating to research strategies, as well as navigating library information resources and other services. In 2022, REL personnel collectively answered a total of 876 questions from students and faculty. Departmental staff currently include one FTE tenure track faculty and two FTE non-tenure-track faculty members. Another FTE tenure-track faculty position is currently open with a search underway. Additionally, two FTE staff positions are currently open in this unit with one search currently in progress.

The Circulation Department charges and discharges books to students and faculty and maintains the physical collection. In calendar year 2022, for example, a total of 2,218 items circulated according to the above-referenced Annual Report. The circulation unit also oversees the reservation and check out of library study rooms to students. The department is comprised of three FTE staff members, with another vacant staff position search currently underway.

The Interlibrary Loan unit, comprised of two FTE staff members, borrows books and requests journal articles from other libraries for our students and faculty and lends our materials to other institutions. In 2022 Interlibrary Loan borrowed 1,385 items (418 books and 967 articles) while providing 1,632 items for other institutions (681 books and 920 articles). Gray Library is classified as a net lender. As referenced in Chart 4 above, this net lender status is indicative of the uniqueness and strength of the library's collection, The unit is currently comprised of two FTE staff members.

The Gray Library also provides customized information literacy instruction, both through course-integrated instruction services tailored to specific courses and the provision of asynchronous tutorials to support research activities within courses. The instruction services are described in more detail in Standard 11.3.

Bibliographic support is provided through the Cataloging unit which currently consists of one FTE non-tenure track faculty member. In addition an FTE staff position is currently open within this department. The acquisitions unit oversees the purchase and acquisition of materials to support research and learning at the college and is currently staffed by one FTE non-tenure track faculty member and one FTE tenured faculty member. The latter faculty member also serves as the head of the technical services department which is comprised of Interlibrary Loan, Cataloging and Acquisitions.

The Systems Department oversees technical support to library patrons including addressing any problems arising in accessing or utilizing electronic resources. The department is staffed by one FTE tenure-track faculty member and one FTE staff member.

Accessibility

Gray Library acknowledges the need to make services and resources accessible to students and faculty with special needs, and to that end library employees work closely with the Accessibility Resource Center (ARC) and with Lamar University's Information Technology (IT) staff to provide reasonable accommodations for persons with disabilities. The Special Populations Office at LIT[31] ensures students have equal access to all Lamar Institute of Technology programs and activities. The library typically hires at least one Deaf student per semester to assist fellow students who are Deaf or hard of hearing. Additionally, the library keeps an *UbiDuo* device at the service desk. Students with blindness or low-vision make use of *MAGic* screen magnifier and/or the *JAWS* screen-reader, both of which programs are compatible with most applications that are available on two designated accessible workstations in the computer lab.

Online learners

As Lamar University hosts a large number of online only students, the library resources for students at the Lamar Institute of Technology are equitably set up for access regardless of status as an online or in-person students. In addition to the wealth of resources available online for all students, the Gray Library extends its support via the provision of several online services including 24/7 research support via Library Chat, digital research guides (*LibGuides*) and asynchronous video and interactive tutorials covering various aspects of library research.

External contracts

Resources that are offered by means of external contracts or consortia – primarily e-journal packages by publishers such as Association of Computing Machinery (ACM) Digital Library/*Nature* – are evaluated primarily by usage reports, specifically the COUNTER-compliant report called TR_J1: Journal Requests (Excluding "OA_Gold"), which indicates that content in the contracted databases(s) is deemed useful by students and faculty. These and other usage reports – including a multi-year cost-per-download analysis are collocated in a Statistics and Assessments Resource LibGuide that is publicly available for review. Library reports for specific program accreditation reviews, as listed in the first section of this text, also include reference to these consortium-related resources[32] that have contributed to the successful accreditation reviews, and to the full spectrum of scholarly resources available to all students and faculty of the Lamar Institute of Technology.

Gray Library is a member of Amigos Library Services, a non-profit organization providing continuing education and discounted services to member libraries. Additionally, the library belongs to several consortia groups including, TexShare, The Texas Coalition for United Action (TLCU). The Midwest Collaborative for Library Services (MCLS), and the Statewide California Electronic Library Consortium (SCELC).

- 11.2** The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution. (*Library and learning/information staff*)

Compliance Status: Compliant

Narrative

The Mary & John Gray Library (Gray Library) currently has a complement of ten faculty positions, ten classified or support staff, and an interim dean, for a total of sixteen employees. There are open searches for one librarian and four staff members. Gray Library also employs, on average, 20 students during a typical long semester. Table 11.2-1 provides the names, tenure status, job title, and education attainment of each faculty member. Curriculum Vitae are included as supporting documents. Table 11.2-2 provides name, job title, and department for the classified staff members.

Table 11.2-1: Library Faculty Names and Qualifications			
Faculty			
Name	Title	Tenure Status	Degrees
Michael Saar[1]	Interim Dean of the Library and Head of Instruction and Assessment, Associate Professor	Tenured	M.S., Information Resources & Library Science, Univer of Arizona (Tucson, Arizona); M.A. Theatre Historiography, University of Minnesota (Minneapolis, Minnesota)
Clark, Penny[2]	Special Collections Librarian, Associate Professor	Tenured	M.A., Historical Administration & Museum Studies, University of Kansas (Lawrence, Kansas); M.A. United States History, Emporia State University (Emporia, Kansas)
Crawford, Scott[3]	Reference and Instruction Librarian, Instructor	Non-Tenure Track	M.S., Library Science, University of North Texas (Denton, Texas); M.A., Public Administration, Saint Louis University (Saint Louis, Missouri)
Gruizinga, Taylor[4]	Instruction and Assessment Librarian, Instructor	Non-Tenure Track	M.S., Library and Information Science, Wayne State University (Detroit, Michigan).
Gunasekaran, Poornima[5]	Head of Systems, Assistant Professor	Tenure-Track	M.S., Information Science & Information Systems, University of North Texas (Denton, Texas) M.S., Management of Information Systems, Lamar University (Beaumont, Texas)
Jordan, Alyse[6]	Head of Research, Engagement and Learning,	Non-Tenure Track	M.S., Library & Information Studies, Florida State

	Instructor		University (Tallahassee, Florida); Ed.D., Organizational Leadership, Nova Southeastern University (Fort Lauderdale, Florida); M.A., Religion, Florida State University (Tallahassee, Florida)
Nolen, Trina[7]	Head of Technical Service and Acquisitions Librarian, Associate Professor	Tenured	M.S., Library Science, University of North Texas (Denton, Texas); M.B.A, Lamar University (Beaumont, Texas)
Sanders, Elizabeth[8]	Research, Engagement and Learning Librarian, Assistant Professor	Tenure-Track	M.L.I.S., Library & Information Science, Louisiana State University (Baton Rouge, Louisiana); M.A., English, University of Arkansas (Fayetteville, Arkansas)
Stanfield, Tamra[9]	Technical Services Librarian, Instructor	Non-Tenure Track	M.A., Library and Information Science, University of Missouri (Columbia, Missouri); Juris Doctorate, University of Nebraska (Lincoln, Nebraska)
Withrow, Kelly[10]	Catalog and Metadata Librarian, Instructor	Non-Tenure Track	M.L.I.S., Library and Information Science, Kent State University (Kent, Ohio)
Worsham, David[11]	Head, Archives and Special Collections, University Archivist and Records Manager, Assistant Professor	Tenure-Track	M.S., Library Science, University of North Texas (Denton, Texas)
Vacant	Research Engagement and Learning Librarian		

Table 11.2-2: Library Support Staff Names, Titles and Department		
Staff		
Name	Title	Department
Chen, Xiao	Web Support Analyst	Systems
Dowden, Sara	Library Specialist	Circulation/Reserves
Harper, Wanda	Document Imaging Specialist	Archives and Special Collections
Hinson, Zachary	Library Associate	Circulation/Reserves
Holliman, Charlotte	Library Associate	Archives and Special Collections
Key, Valerie	Library Associate	Interlibrary Loan Services
McConnell, Bryan	Library Supervisor	Interlibrary Loan Services
Reamey, Melissa	Business Manager	Administration
Rosetta, Jennifer	Senior Administrative Coordinator	Administration
Smith, Kirk	Department Head, Circulation /Reserves	Circulation Reserves

Librarians: Qualifications, Hiring, Evaluation

Librarians are hired using a well-defined search process mandated by the Lamar University Human Resources Department[12], a process which in most cases is through a national search. In rare instances, a local search may be performed. Positions are posted and candidates apply through the University's employment system, *PeopleAdmin*. Employment opportunities are also posted in national employment listings, such as those in the *Chronicle of Higher Education*, the American Library Association's *JobLIST*, the Texas Library Association's *Jobline*, and on various appropriate discussion lists. Gray Library conscientiously strives to attract a diverse and well-qualified pool of candidates. Appointed by the dean, a Library Search Committee vets all candidates. Library positions are faculty rank, and successful candidates must meet the job posting criteria to be appointed at the appropriate rank[13].

Tenured or tenure-track librarians must hold a master's in library science, or its equivalent, from an American Library Association accredited institution, which is the terminal degree in the field[14]. Additionally, six of the librarians currently employed hold at least one additional graduate degree in a variety of fields. All currently tenured, tenure-track and non-tenure track librarians possessed the terminal degree as defined in the Lamar University Faculty Handbook cited above.

Formal evaluation of faculty takes place once per year and is based on goals and accomplishments for the most recently completed calendar year. The instrument used is form F2.08[15], "Faculty Annual Review" for which a completed example[16] is provided. The annual procedure for all faculty evaluations is fully described in the Faculty Handbook, Chapter 2, Section 44[17]. In addition, Chapter 2, Section 44.2[18] addresses the peer review of tenured faculty. Library faculty are charged with creating, reviewing, and revising the criteria that are specific to promotion to the various library faculty ranks. These criteria, most recently reviewed and revised in 2016, are published in the Faculty Handbook, Chapter 2, Sections 13.2.1 through 13.2.6[19]. Promotion and Tenure guidelines for library faculty are currently undergoing a revision and should be updated sometime in early 2024.

Support Staff: Qualifications, Hiring, Evaluation

Library support staff positions are ranked and compensated based on schedules developed by Lamar University's Human Resources Department, following a process described in the university's *Policy Manual*, section 3, "Classification/Salary"[20]. There is a process for reviewing and reclassifying

positions to respond to changes in job requirements. Job descriptions are designed to ensure that library faculty and staff are prepared – collectively and individually to accomplish the institution[21] and library[22] missions.

Staff positions are listed on the university's *PeopleAdmin* system, which is also used by candidates to apply for positions. Gray Library determines the qualifications of its personnel by comparing the pertinent skills and experience of the individual to the corresponding job description.

Gray Library hires support staff based on a procedure mandated by the Lamar University Human Resources Department[23]. Within Gray Library, a search committee is appointed by the Dean of The Library; the position is posted on the Lamar Jobs webpage and circulated on appropriate job sites and discussion lists. We strive to attract a diverse and well qualified candidate pool. Classified staff searches are generally local. All application materials are screened. The top two or more candidates are brought onsite for interviews.

Support staff members undergo an annual performance review[24] each summer. Goals are set at the beginning of the review year and their attainment is part of the review process. All staff position descriptions were reviewed and updated in Summer 2019, and those descriptions are reviewed annually and whenever posting to fill a vacancy to ensure they are continually up to date. Review and revision of library faculty positions took place in Fall 2019 with annual review and revision as necessary. Sample faculty[25] and staff[26] position descriptions are provided as supporting documentation.

Professional Development

Lamar Institute of Technology and Gray Library believe strongly in providing opportunities for faculty and staff to develop professional skills and to interact with colleagues in the field. The library provided \$16,743.25 in support of professional travel, training, and engagement during the last fiscal year (FY 2023). During the year, the library funded faculty travel to professional conferences for professional development and presentation of research activities[27].

Organizational Structure

The library is organized into seven function-based departmental units[28].

Administration: The administrative office serves as the central hub for managing library resources, budgets and staffing to support the institution's educational mission and research needs. Staffing includes the Dean, Budget Manager, Senior Administrative Coordinator, and Student Receptionist.

Archives and Special Collections: The unit manages the Lamar University archives, special collections, reading room and records management function. The area is staffed by a University Archivist, a Special Collections Librarian and two full-time support staff members who are assisted by student employees as needed.

Circulation/Reserves: The department oversees maintenance of the physical collection, operation of physical reserves, facilitates circulation of physical items and maintains student account records. The area is staffed by a supervisor, three full-time staff members, and several part-time student employees.

Instruction and Assessment: Instruction and Assessment coordinates the library's information literacy program, including the provision of course-integrated instruction sessions as well as interactive and video tutorials in support of research instruction. The unit also coordinates the library's assessment program. This includes administration of LibQual+[29] most recently conducted in Spring, 2023, assessment of elements of the information literacy program, and assisting in assessment of other areas as requested. The unit is staffed by two full-time librarians and one full-time librarian with a 50% assignment in this unit and 50% in Research, Engagement and Learning. Courses are taught and tutorials are created by librarians from other areas of the library under the coordination of the Head of Instruction and Assessment.

Research, Engagement and Learning: The unit supports teaching, research and success of student and faculty at the Lamar Institute of Technology. The department focuses on assisting students in locating resources, supporting faculty with academic resources to teach their courses and connecting researchers with global resources for the LIT community. Additionally, the department provides 24/7 virtual research assistant to access library resources as well as answer questions relating to research strategies, as well as navigating library information resources and other services. The unit also manages the Government Documents collection. The area is staffed by three full-time librarians with an additional full-time librarian splitting time equally between this unit and Instruction and Assessment. The department also has two full-time staff members as well as student employees as needed.

Systems: The department oversees technical support to library patrons including addressing any problems arising from accessing or utilizing electronic resources. The department is staffed by one librarian and one staff member.

Technical Services: Technical Services is comprised of Acquisitions, Cataloging and the Interlibrary Loan unit. The department provides access by acquiring information resources and cataloging and classifying materials for easy retrieval. The unit is staffed by three librarians (Head of Technical Services and Acquisitions Librarian, Catalog/Metadata Librarian and a Technical Services Librarian), three full-time support staff members, and student employees as needed.

As mentioned above the 20 full-time library employees are supplemented by an average of 107 hours of student employee staffing during each long semester with somewhat lower numbers during the summer.

Adequacy of Staffing

There are various ways of demonstrating adequacy of staffing. Practical measures include assessing the ability to maintain appropriate operating hours and scheduling of various service points to indicate that a sufficient number of employees are available to conduct the business of the library.

The operating hours of the library can be found on the library's home page[30]. Table 11.2-3 lists Gray Library's operating hours during the typical long semester.

Day of the Week	Operating Hours
Sunday	1:00 pm – 1:45 am
Monday-Thursday	7:30 am-11:45 pm
Friday	7:30 am – 4:45 pm
Saturday	9:00 am – 4:45 pm

The library offers extended hours during the week before and during final examinations. During that period, the library is open Sunday through Thursday until 1:45 am. Regarding students' safety during these times, the library contracts with Lamar University's Police Department to place a Campus Security Officer in the building throughout the nighttime hours. Staffing in the building during later hours includes a full-time staff member as well as student employees. Information Technology staffs the library computer labs during these days and extended hours, thereby adding to the number of employees within the building.

A table detailing gate count for a typical month during a long semester (March, 2023)[31] is attached as a supporting document. During a typical month in the spring of 2023, 19,884 users entered the

library with usage generally growing at the beginning of the week before reaching a midweek peak and trailing off into a trough during the weekend. Peak traffic occurred on Tuesday, March 7th with 1,442 users entering the building.

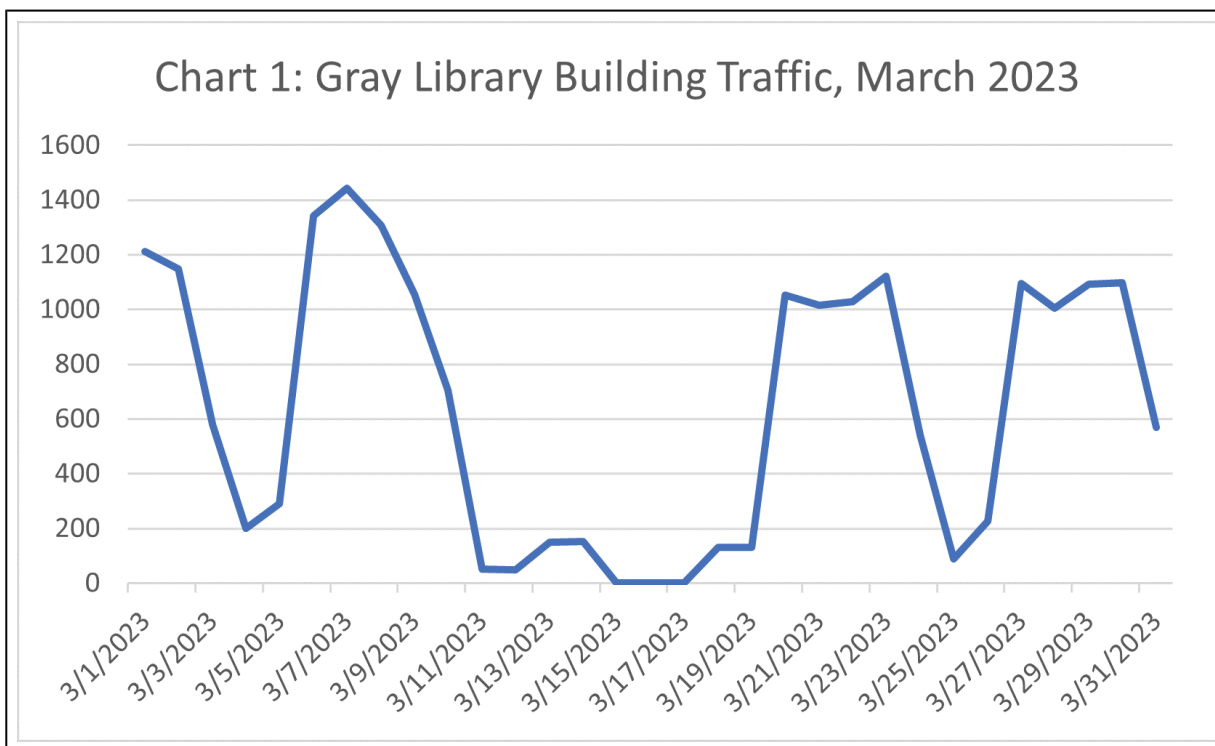


Figure 11.2-1 - Chart 1: Gray Library Building Traffic, March 2023

Concerning staffing of service areas, Circulation/Reserves, including the Circulation Desk, is open throughout the operating hours of the building. The unit employs a total of 4 full-time staff members, including the department head, as well as student employees. Their schedule indicates sufficient staffing to perform their tasks and to serve user needs throughout the hours that the library is open.

For instruction and research services, the Instruction unit can fill all requests for instruction from the Lamar Institute of Technology. Research, Engagement and Learning have local librarians available during high traffic times to field research questions. The rest of the time is complemented by a live 24 /7 chat service that is operated from librarians at other institutions around the world. Any requests fielded at that time that requires local support is processed through a ticketing system and addressed the next morning.

Technical Services is effectively expending the materials budget with no backlog in orders. Materials are being cataloged and processed in a timely manner, again with no backlog. Interlibrary Loan maintains service with no backlog and Gray Library is a net ILL lender.

The systems department in coordination with vendors and the information technology department are able to address any service issues rapidly and respond to internal support requests within 24 hours.

Regarding Archives and Special Collections, all indications are that the unit is operating at an effective level and that the public service point for that area is open and staffed daily through 6:00 pm.

Peer Group Comparisons

One way of demonstrating adequacy of staffing is to compare our staffing levels with those of other similar academic libraries. Nine institutions were selected as peers of the Lamar Institute of Technology for this process: Clarendon College, Coastal Bend College, Frank Phillips College, Howard College, Lamar State College – Port Arthur, Northeast Texas Community College, Paris Junior College, Temple College and Western Texas College. The institutions include in-state

institutions that are similar to the Lamar Institute of Technology in size and other characteristics. Adequacy of staffing may be assessed by comparing the ratio of students to each library employee and afterwards noting if Gray Library falls at a point near the mean in its group of peer institutions in terms of numbers of employees and ratio of students.

Table 11.2-44 lists the peer institutions, their fall enrollment headcount (based on IPEDS statistics for the 2020-2021 reporting year, the most recent available), the total number of library employees reported to IPEDS in that reporting year (including faculty, staff and student workers) and a final calculated ratio of student headcount per employee.

Table 11.2-4: Comparison of Gray Library Staff Peer Group of Academic Libraries – Institutional Headcount			
Institution	Fall Headcount (IPEDS)	Total Library Employees (IPEDS)	Students per Employee
Clarendon College	1,372	4	343
Western Texas College	1,430	3.5	408.6
Frank Phillips College	1,586	1	1,586
Lamar State College-Port Arthur	2,361	9	262.3
Northeast Texas Community College	2,823	4.35	649
Coastal Bend College	3,927	4	981.8
Howard College	4,050	9.5	426.3
Paris Junior College	4,365	6	727.5
Temple College	4,396	5.1	862
Lamar Institute of Technology (LIT)	4,487	31.5	142.4
LIT and Lamar University Combined	20,807	31.5	660.5

Note: Libraries are listed on the chart in order of headcount from lowest to highest. The mean number of employees for the entire group is 7.8. The median number is 4.7 with a range from 1 to 31.5. Since the Gray Library provides service to both Lamar Institute of Technology and Lamar University, the combined enrollment is listed as the final row of the chart to provide a more accurate representation of staffing in relation to enrollment.

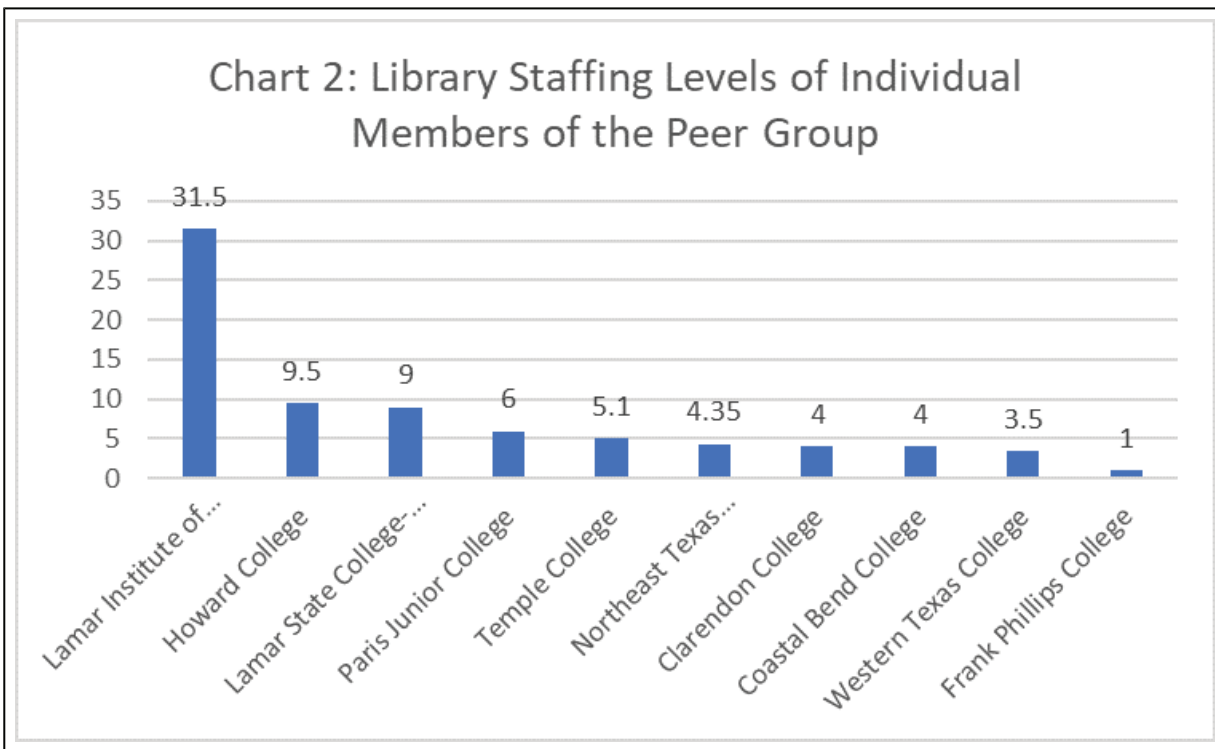


Figure 11.2-2 - Chart 2: Library Staffing Levels of Individual Members of the Peer Group

Figure 11.2-2 provides a visualization of the libraries' staffing levels. Gray Library far exceeds all other peers in staffing, more than tripling the level of the next highest peer institution.

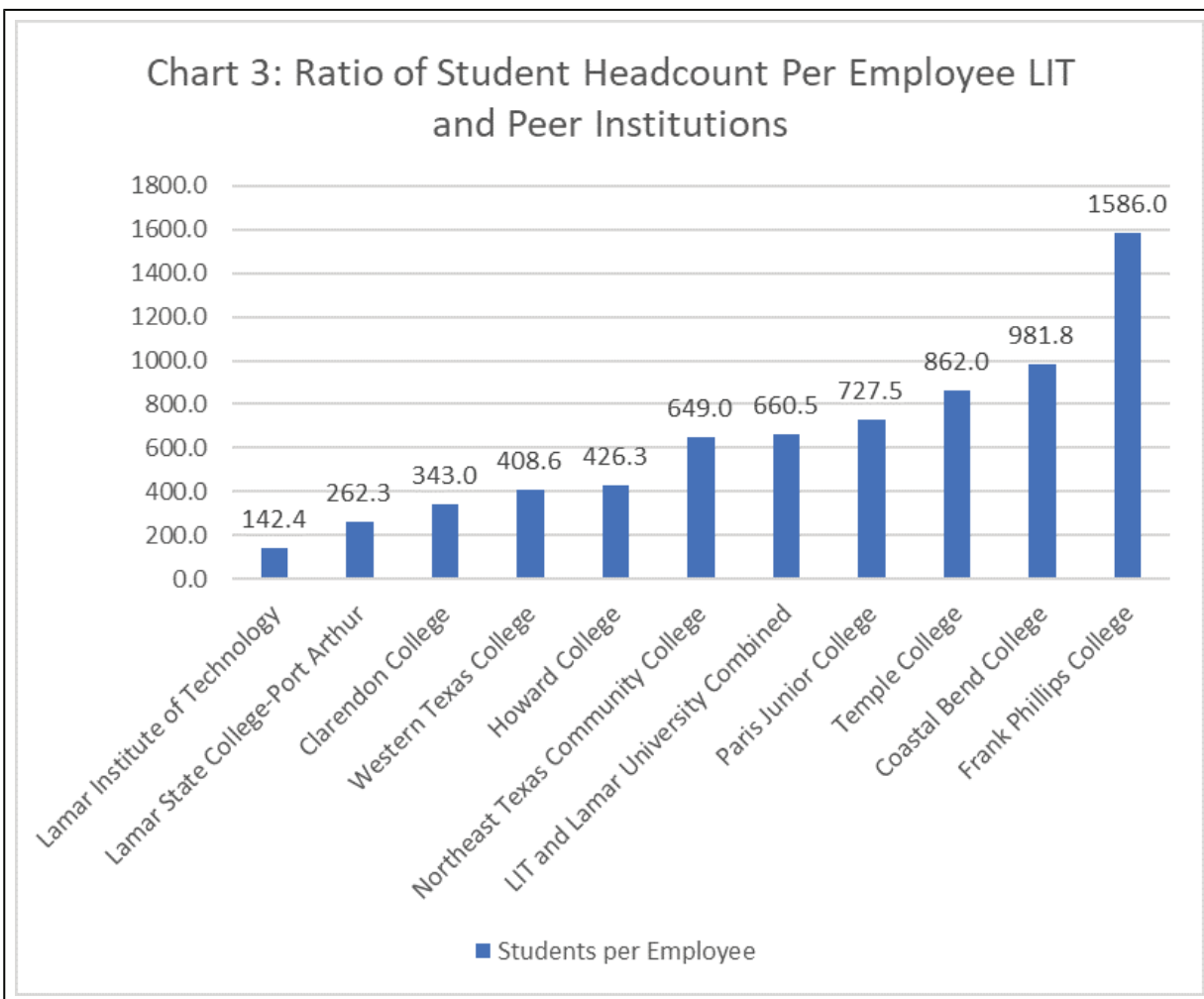


Figure 11.2-3 - Chart 3: Ratio of Student Headcount Per Employee Lamar and Peer Institutions

In terms of the ratio of student headcount per employee, Gray Library again leads among peers when considering Lamar Institute of Technology's enrollment. When combined with Lamar University, the Library still performs well with a ratio that places it in the middle of the group at 660.5 students per library employee.

LibQual+[32] provides additional evidence of the adequacy of Gray Library's staffing. Satisfaction with library employees is most directly addressed through the first dimension of the survey, *Affect of Service*. Table 11.2-5 lists the survey items under *Affect of Service* and the minimum, desired, and perceived means. In eight of nine cases, the perceived means of respondents fell between the minimum and desire means, indicating that employees have been providing acceptable service. In the other instance, *AS-2 Giving Users Individual Attention*, the perceived mean scored higher than the desired mean, indicating the library was performing above and beyond the highest expectations in that category.

Table 11.2-5: LibQual+ 2023: Responses for the Affect of Service Dimension of the Survey			
Survey Item	Min. Mean	Desired Mean	Perceived Mean
AS-1 Employees who instill confidence in users	6.73	7.55	7.39
AS-2 Giving users individual attention	6.76	7.43	7.44
AS-3 Employees who are consistently courteous	7.14	7.94	7.79
AS-4 Readiness to respond to users' questions	7.02	7.73	7.49
AS-5 Employees who have the knowledge to answer user questions	7.19	7.97	7.60
AS-6 Employees who deal with users in a caring fashion	7.02	7.84	7.62
AS-7 Employees who understand the needs of their users	7.07	7.83	7.51
AS-8 Willingness to help users	7.17	7.96	7.57
AS-9 Dependability in handling users' service problems	7.06	7.76	7.52

Alignment with the Mission of the College

Gray Library is aligned with the mission of the Lamar Institute of Technology. The library mission statement[22] serves to support the mission of the institute[21]. The library seeks to "cultivate student learning, support individual and collaborative scholarship, and contribute to academic and professional achievement." This is in support of LIT's mission to "provide innovative teaching and learning for tomorrow's workforce."

Gray Library has taken a number of steps to assess and respond to the needs of the institute. Among these has been to administer the LibQual+ survey and to begin building the library's assessment program. Beginning in 2019, the library has conducted the survey on a biennial basis with the most recent instance in Spring of 2023. This provides a sense of continuous assessment pertaining to library services and resources to help better serve students and faculty at the Lamar Institute of Technology. Table 11.2-6 demonstrates the inclusion of LIT students and faculty in the LibQual+ survey process.

Table 11.2-6 LibQual+ Survey Notification	
Year	Artifacts

2019	Combined LU/LIT email[33]
2021	Combined LU/LIT email[34]
2023	LU email[35] LIT email[36]

A Library Committee[37] exists at Lamar and is charged with advising the library Dean and the Provost on matters pertaining to library services and resources. Membership includes faculty representatives from Lamar University and the Lamar Institute of Technology. The committee meets at least once a long semester, with additional meetings called as needed.

As the library prepares for a major renovation, it has engaged in several projects to gather data in preparation. In summer 2022, the library completed a series of focus groups looking at preferences for study space and habits[38].

- 11.3** The institution provides (a.) student and faculty access and user privileges to its library services and (b.) access to regular and timely instruction in the use of the library and other learning/information resources. (*Library and learning/information access*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology enjoys the use of the Mary and John Gray Library (Gray Library), which provides students and faculty with access and user privileges to its services and to regular and timely instruction in the use of the library and other learning/information resources to support the service mission of the institution.

Library Hours

Gray Library maintains a schedule of library hours suitable for the needs of our clientele, as can be seen in the table, below. The schedule is posted on the library's home page[1]. Our hours are also designed to support the operations of several other units which provide services to faculty, students, and staff that are located within the library building. These include the Information Technology (IT) Service Desk, which has locations on the first floor computer lab and on the 7th floor and the Writing Center, located on the first floor of the library. All of these student support centers are listed on the library's website on the building directory[2].

Table 11.3-1: Operating hours, library and units located within the building							
Service	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Library	1:00 PM –1:45 AM	7:30 AM –11:45 PM	7:30 AM –11:45 PM	7:30 AM –11:45 PM	7:30 AM –11:45 PM	7:30 AM –4: 45 PM	9:00 AM –4:45 PM
Computer Lab	1:00 PM –1:45 AM	7:30 AM –11:45 PM	7:30 AM –11:45 PM	7:30 AM –11:45 PM	7:30 AM –11:45 PM	7:30 AM –4: 45 PM	9:00 AM –4:45 PM
IT Service Desk	12:30 PM –9: 30 PM	7:30 AM –9:30 PM	7:30 AM –9:30 PM	7:30 AM –9: 30 PM	7:30 AM –9:30 PM	7:30 AM –6: 30 PM	9:00 AM –6:00 PM
Writing Center	Closed	9:00 AM –6:00 PM	9:00 AM –6:00 PM	9:00 AM –6: 00 PM	9:00 AM –6:00 PM	9:00 AM –3: 00 PM	Closed

Mentioned previously in *Standard 11.2*, in addition to its normal service hours, the library extends hours a week before and during final exams. During these times the library is open until 1:45 AM

Sunday through Thursday. During summer session the library maintains reduced hours to reflect the decrease in traffic with the library open until 9:45 PM Sunday through Thursday, until 4:45 PM Friday and from 10:00 AM to 4:45 PM Saturdays. The library's digital learning resources[3] including, databases, live research support via chat, LibGuides, video and interactive tutorials, are available online 24 hours a day, seven days a week.

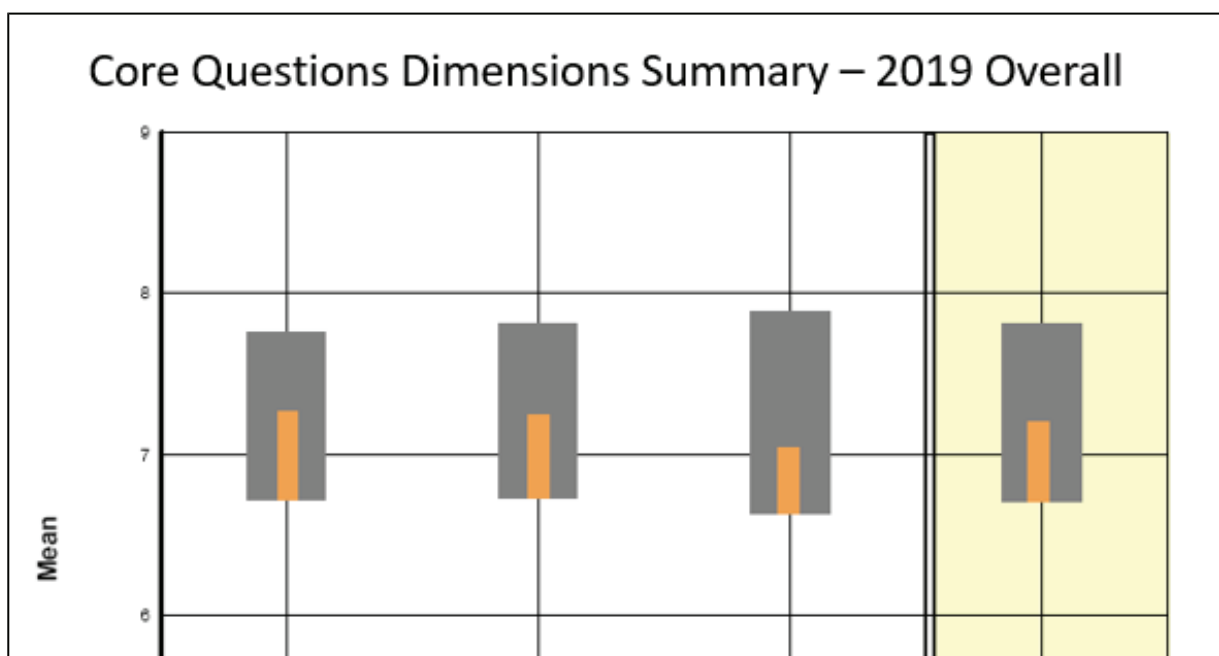
Quality of Service

In February 2023, the library conducted a campus-wide assessment of user perceptions of service quality through *LibQual+*, a rigorously tested, web-based survey used to solicit, collect, analyze and act upon patrons' opinions on library services, resources and environment[4]. *LibQual+* is the standard instrument for measuring service quality in the academic library field.

The library began regular rollouts of the *LibQual+* survey in spring 2019[5] on a biennial basis, with the previous survey conducted in 2021[6]. In 2023, responses from all groups (all colleges, undergraduate and graduate students, faculty and staff) were 733 compared to 685 in 2019, an increase of 7%. The overall response rate resulted in a statistically significant sample, which suggests that the sample was truly representative of the overall population of library users. In addition, the analysis results in a 4% margin of error at a 95% confidence level. This indicates that our results will be within 4% of the population value 95% of the time.

Among its primary features, the survey embeds a three-point examination of library services by asking users to rate services in terms of minimum expectations, desired levels of performance and current perception of the library's performance in that area. Survey items are grouped into three dimensions: Affect of Service (customer service), Information Control (Provision and access to information resources), and Library as Place (physical environment). In addition to these standard items, the library is given the opportunity to add locally generated items for feedback.

The following two charts plot the minimum expectations of acceptable performance (bottom of the gray boxes), the desired level of performance (top of the gray boxes), and the actual perceived level of performance, or "adequacy gap" (illustrated by the orange bars within the gray boxes). The further the top of the orange bar is above the bottom of the gray box, the greater the library exceeds minimum expectations. Similarly, the closer the top of the orange bar is to the top of the gray bar, the nearer the library is to meeting the desired levels of service, referred to as the "superiority gap" in the survey instrument. The first three boxes display performance in each of the three named dimensions. The final box provides a mean score of the three areas.



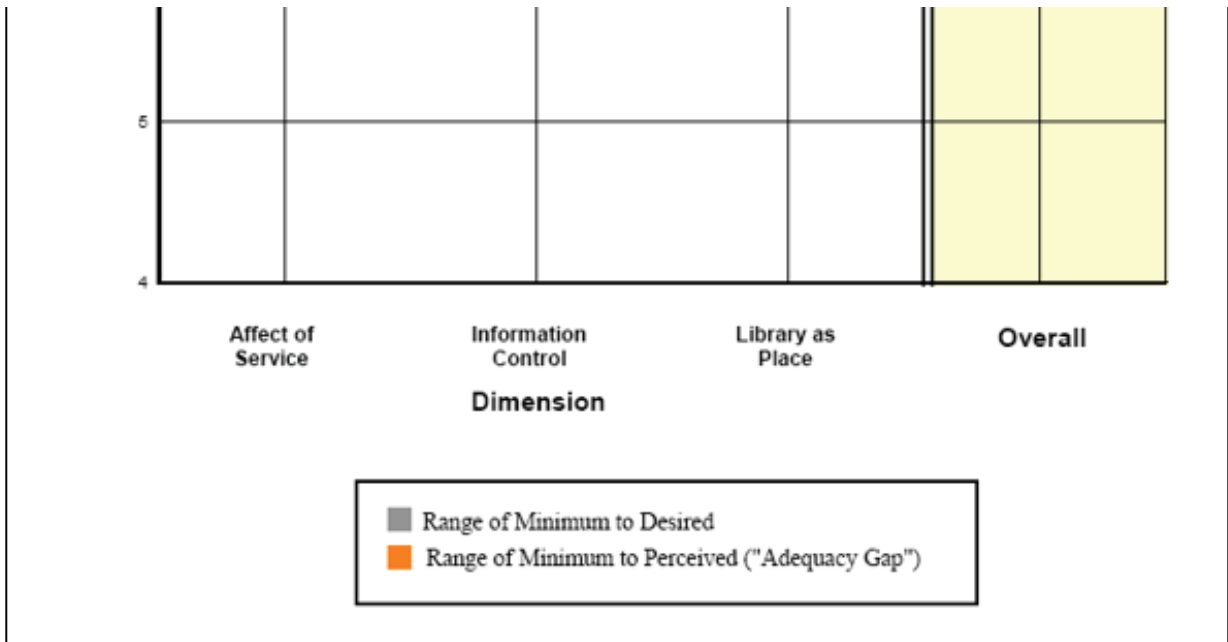
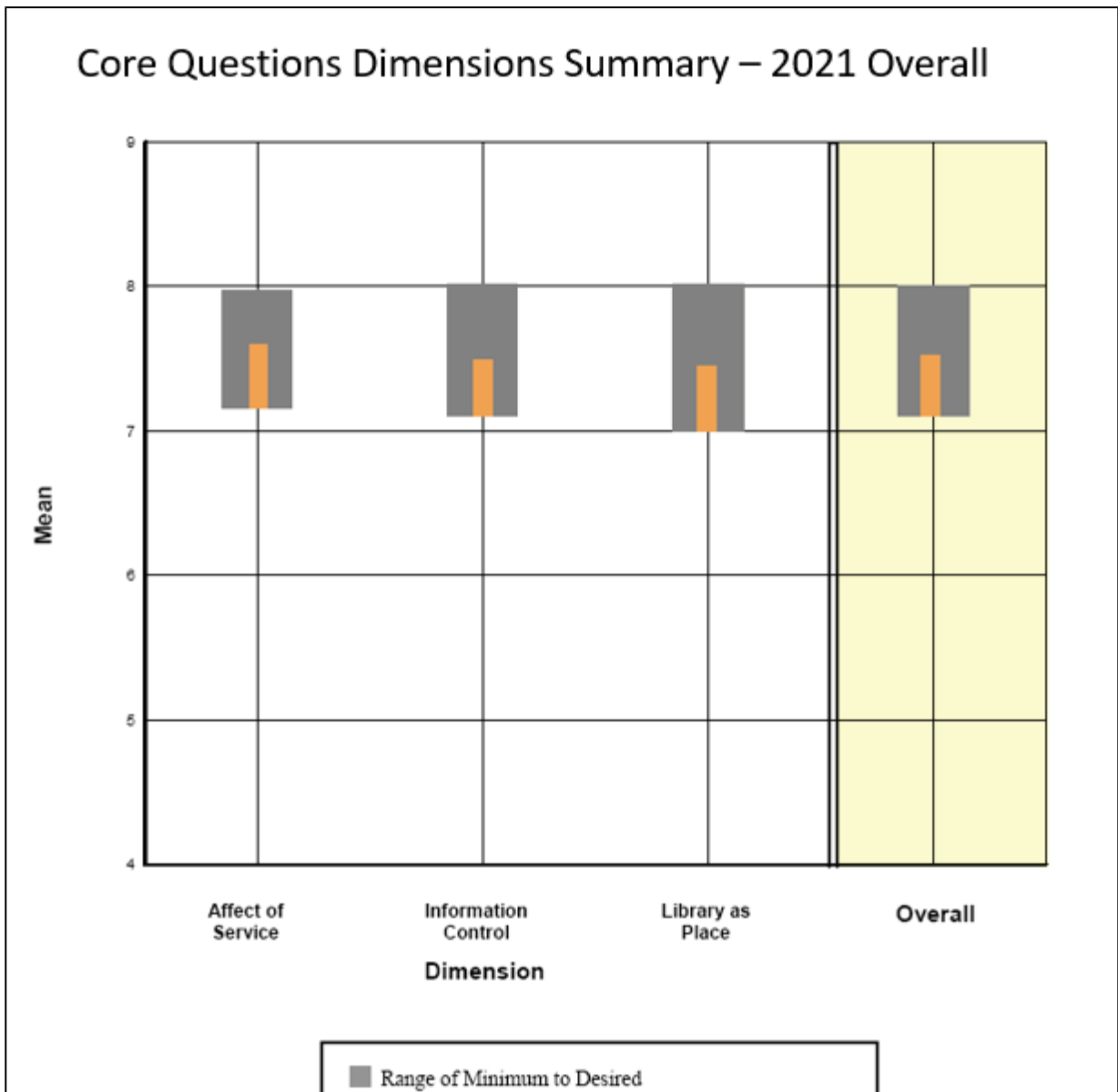


Figure 11.3-1 Chart 1: LibQual+ Core Questions Dimensions Summary, 2019



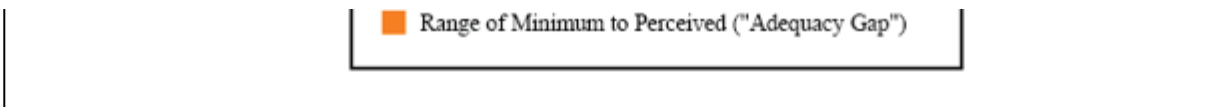


Figure 11.3-2 Chart 2: LibQual+ Core Questions Dimensions Summary, 2021

Figures 11.3-1 and 11.3-2 display Charts 1 and 2 show summary scores for the three dimensions taken from the 2019 and 2021 surveys, respectively. Chart 3, presented below in figure 11.3-3, depicts the results from the 2023 survey.

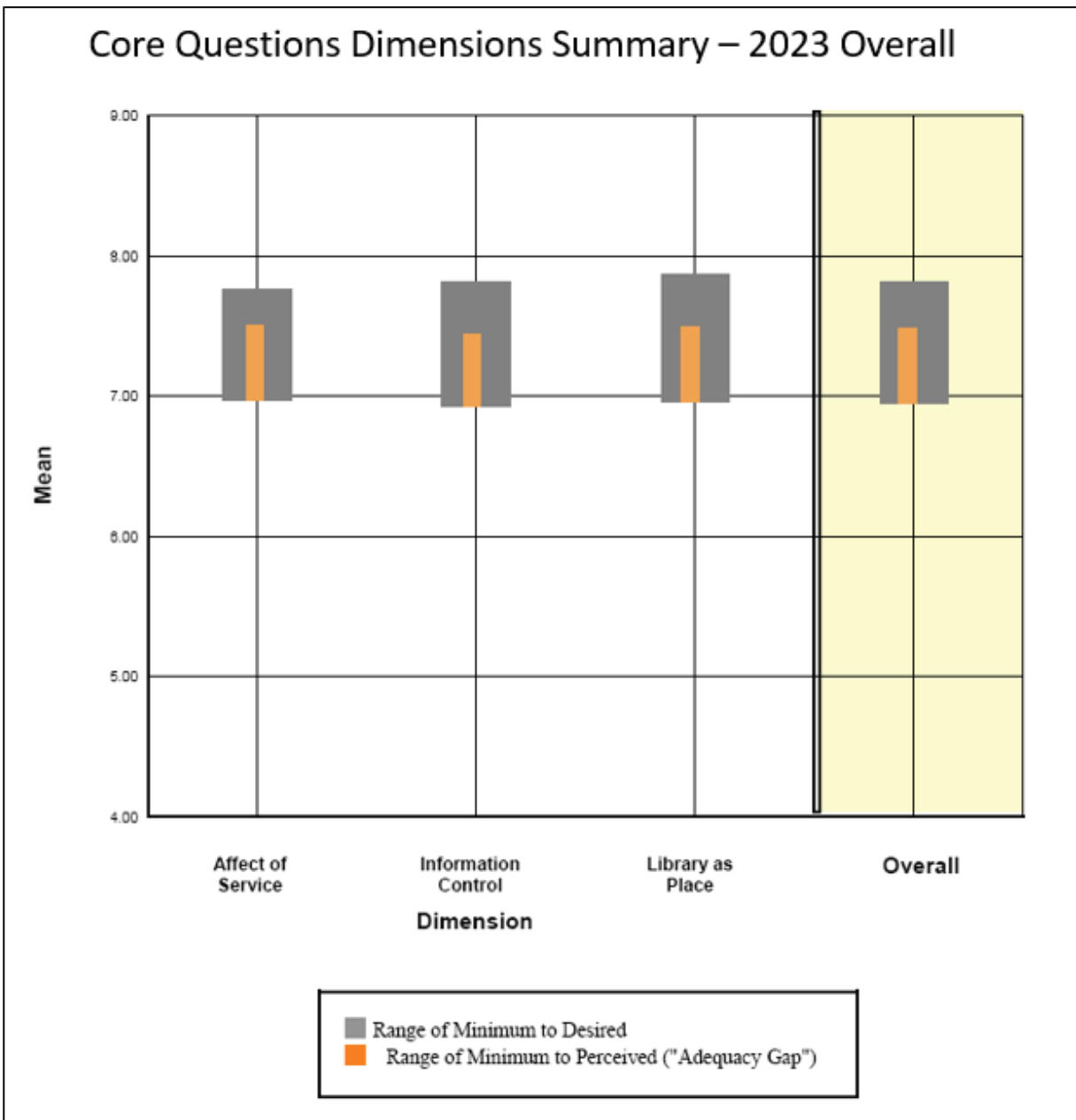


Figure 11.3-3 Chart 3: LibQual+ Core Questions Dimensions Summary, 2023

As the charts demonstrate, the library both exceeded minimum expectations and came closer to reaching desired levels of service in all areas since the initial rollout in 2019. While scores appear to have stabilized in 2021 and 2023 an investigation of the numeric data indicates continuous improvement.

Table 11.3-2: Mean Scores Overall Perception of Library Performance LibQual+ 2021 and 2023

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean
2021					
Affect of Service	7.15	7.97	7.60	.44	-.38
Information Control	7.11	8.01	7.50	.39	-.52
Library as Place	7.00	8.01	7.45	.45	-.56
Overall	7.11	8.01	7.53	.42	-.48
2023					
Affect of Service	6.97	7.76	7.53	.57	-.23
Information Control	6.93	7.82	7.47	.54	-.35
Library as Place	6.96	7.87	7.52	.56	-.35
Overall	6.95	7.82	7.50	.55	-.32

Table 11.3-2 provides the numeric data behind the charts, including minimum, desired, perceived, adequacy and superiority means. As mentioned above, the Adequacy Mean refers to the difference between perceived performance and minimally acceptable service. The Superiority mean refers to the difference between perceived performance and the respondents' optimal level of service. In all areas, the adequacy mean improved in 2023 compared to 2021, indicating perception was exceeding minimum expectations at a greater level in 2023 than in 2021. Similarly, the gap between perception and optimum levels of service shrank in all categories in 2023 compared to 2021, indicating the library is narrowing the gap between perceived and ideal levels.

Access to Library Service On-Campus and Off-Campus

The library strives to maintain appropriate service levels for all students, whether on campus or online. Electronic materials are available to all students, regardless of location, and the library's Interlibrary Loan department will mail resources from the library's print collection to distance education students. Students, faculty and staff have full access to both the physical and digital library collections and resources.

Library personnel are available to provide individualized research support and answer questions to assist users in locating the information they need as well as assist them in learning and utilizing the databases' software and other technologies. Additional support is available 24 hours a day, seven days a week through the library's participation in a 24/7 co-operative research support service. Through these various channels 878 research transactions were recorded in 2022[7]. While most questions covered research support, as indicated in figure 11.3-4 below, the department fielded questions and provided support to patrons in a wide range of topics covering library utilization and research support. As indicated in figure 11.3-5, research support often consisted of library staff assisting patrons in utilizing multiple resources within the library to support their research needs. As mentioned at the beginning of this document, the library offers research support through library research guides (provided through Springshare's *LibGuides* software[8]), video tutorials and interactive online tutorials (provided by Springshare's *LibWizard* software[9] as well as the Credo Information Literacy Core tutorial suite[10]). This includes research guides covering topics such as accessing databases, finding articles, evaluating information and an interactive online tutorial for the Lamar Institute of Technology's DORI0200 course. A complete listing of tutorials and research guides[3] is attached.

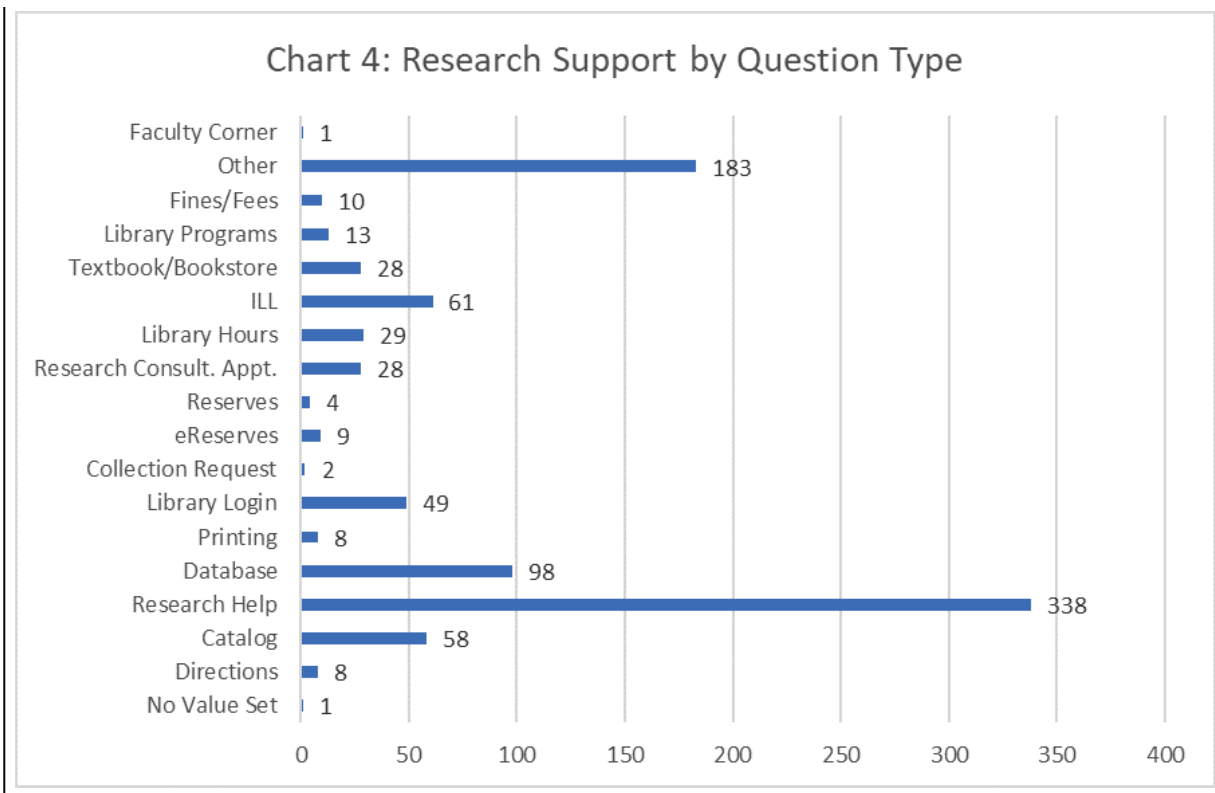


Figure 11.3-4 - Chart 4: Research Support By Question Type

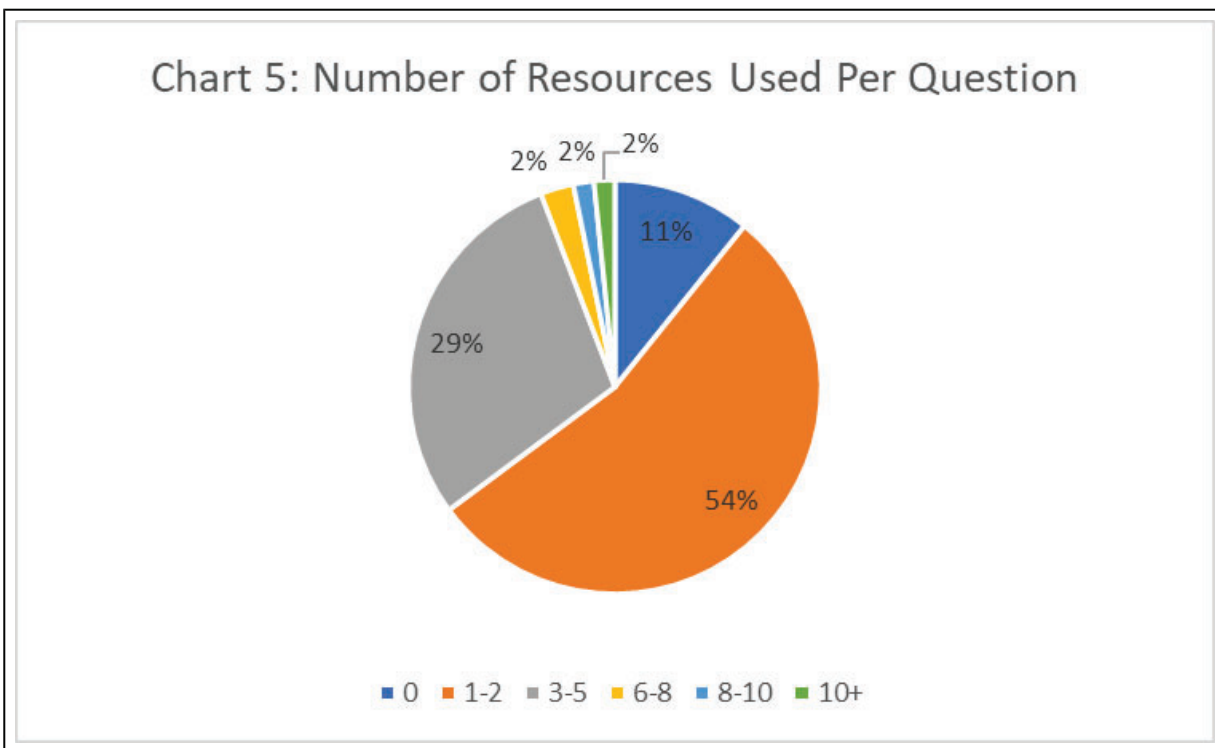


Figure 11.3-5 - Chart 5: Number of Resources Used Per Question

Access to Research Support for Online Students

Research assistance[11] is available to online students through chat, email, and phone. The Research, Engagement and Learning (REL) department offers both local and toll-free telephone numbers for research support via telephone. Chat support is provided through the Springshare LibAnswers and 24/7 Co-Op applications, which allows users to receive research assistance from librarians 24 hours a day, seven days a week. The service allows librarians to provide live assistance

to users as well as to quickly share links and upload files that may provide more information (such as links to video tutorials or pdfs of handouts). REL personnel are also able to provide individual assistance via video conferencing software. Figure 11.3-6 illustrates the percentage of online questions received, by medium. As depicted, the vast majority of transactions occur via the chat interface.

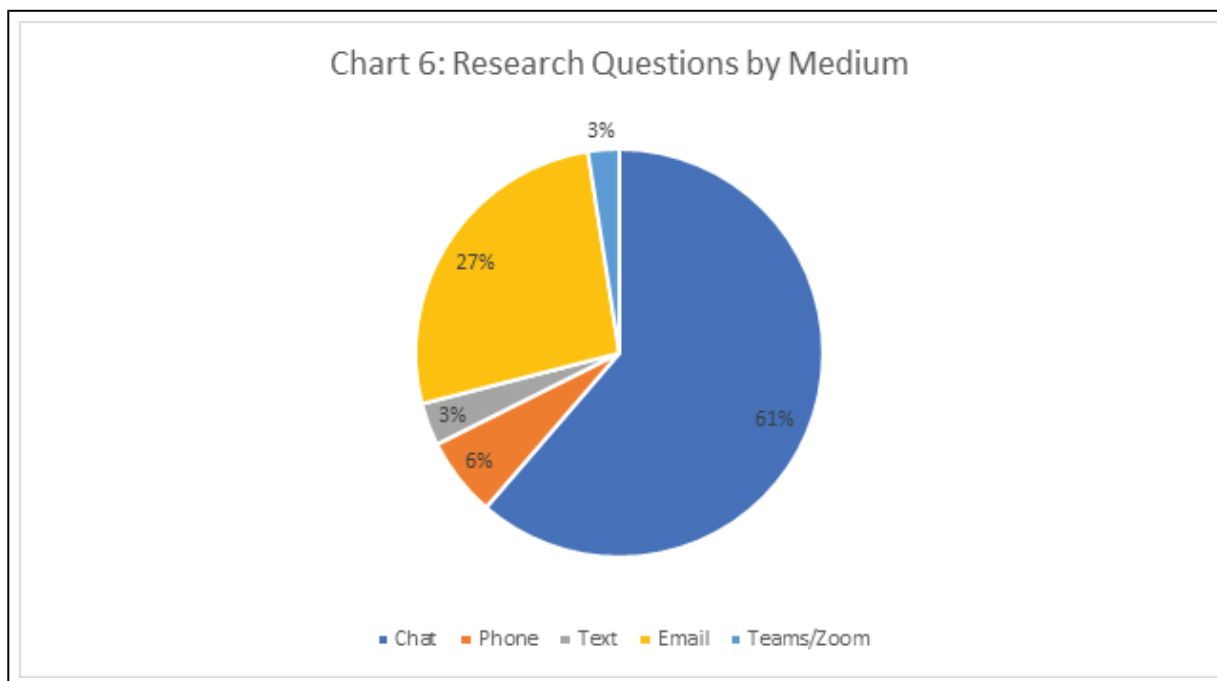


Figure 11.3-6 - Chart 6: Research Questions By Medium

Access to Licensed Electronic Resources

Access to licensed electronic resources held by the library is provided through *EZProxy*[12], a web proxy server application that provides users with single sign-on authentication. *EZProxy* offers a way to login to resources, that is, it authenticates a user and confirms the user's permission to access proprietary research databases through one's Lamar Electronic Account (LEA) credentials. *EZProxy* operates in conjunction with Lamar University's Central Authentication System via a Multi-Factor Authentication (MFA) process to provide users quick and convenient access to library databases.

Circulation Policies and Access to Physical Collections

The library provides varying circulation privileges[13] depending upon whether the user is an undergraduate or graduate student, or a faculty or staff member. Undergraduate students may check out as many as 25 physical books at a time, each for a 21-day period and each may be renewed online twice before returning the materials. Overdue books are given a three-day grace period, after which overdue fines of \$0.25 per day are assessed, to a maximum amount of \$50 per book.

Lamar Institute of Technology faculty and staff may check items out for 90 days with a 50-book limit and may renew items online four times before returning the materials. Faculty and staff are also able to check out bound periodicals for seven-day periods.

All students, faculty and staff have access to the library's collection of online subscription databases through the Lamar Electronic Account (LEA) login via *EZProxy*. The library's physical Government Documents[14] collection and Archives and Special Collections[15] are likewise accessible to students, faculty and staff, and they are located on the library's second and seventh floors respectively. Portions of both collections are available online. The library's physical and online collections are accessible to all LIT students, faculty and staff.

For items not in the library's collection, users may obtain access through Interlibrary Loan. The Gray Library utilizes Tipasa to manage its Interlibrary Loan operations[16]. Access to the Interlibrary Loan interface is made available through the *EZProxy* login. Requests may be filled through either a borrowing transaction or through one of the library's document delivery vendors.

A computer lab is located within the library on the first floor wherein logon access is provided by way of one's assigned Lamar Electronic Account (LEA). The library provides individual or group study carrels on the third, fourth, and sixth floors. Study rooms are available to all LIT students, faculty and staff and may be reserved through an online reservation system[17].

Access to Regular and Timely Instruction

Gray Library provides library services including instruction to Lamar Institute of Technology (LIT) under a contract between LIT and Lamar University[18]. Regular and Timely Instruction is available to all faculty and students. Research assistance is available via chat, phone, email and in person. After hours assistance is available through the 24/7 Library Co-op which provides live research support 24 hours a day, seven days a week. Additionally, support is available through the library research guides and online tutorials mentioned earlier in this document.

Instruction for students may take the form of Information Literacy sessions[19] requested by faculty for their students in specific courses. An online form[20] allows faculty to submit electronically their requests for class instruction. The document includes background information for faculty and expedites the process of submitting a request. Live, individualized instruction also occurs through research assistance transactions conducted via chat, video-conferencing, phone, or in-person.

The course-integrated instruction program is a popular option, with sessions conducted for a variety of academic disciplines during AY 2022-2023[21]. Reminders are sent to instructors at the beginning of each semester with a link to request instruction for their classes as well as to inform them about the range of options available including, video and/or interactive tutorials either among pre-existing content or custom-made for the specific course. In AY 2022-2023, the library conducted 151 sessions serving 2887 students. Figure 11.3-7 demonstrates the diversity of academic disciplines benefitting from the library's course integrated instruction during the 22-23 academic year including sessions for Lamar Institute of Technology students. Instruction sessions were primarily divided among three librarians.

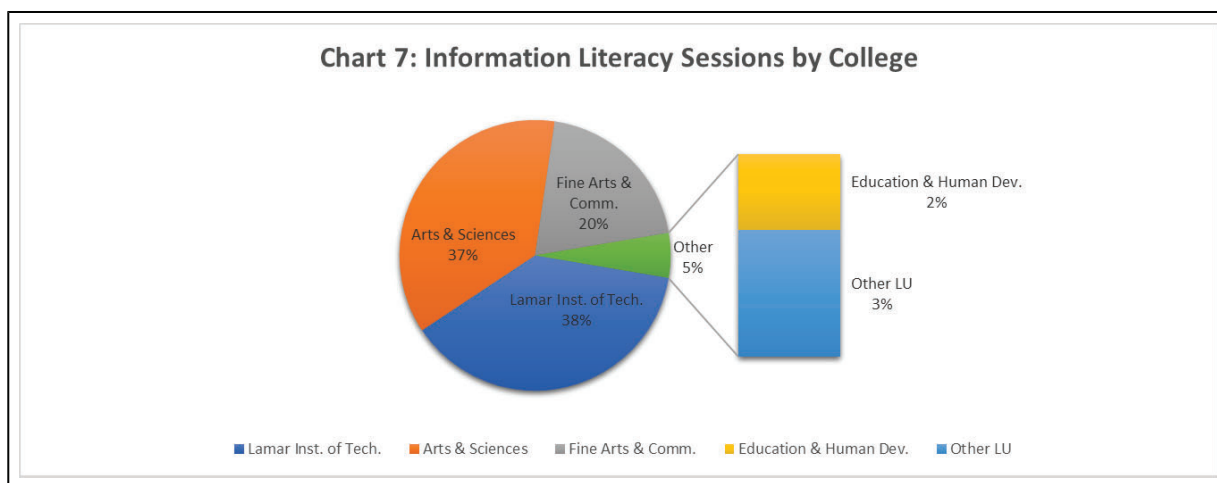


Figure 11.3-7 - Chart 7: Information Literacy Sessions by College

Figure 11.3-8 displays a breakdown of sessions by course level. While a majority of course integrated instruction occurred at the introductory levels of developmental (0000 level – 49 sessions) and freshman level (1000 – 60 sessions) courses, instructional sessions were also spread among upper-level courses (24 sessions) and graduate classes (7 sessions). The “Other”(10 sessions) represents orientation sessions conducted outside of credit-bearing courses. All but one of these were library orientations conducted for the Lamar Institute of Technology.

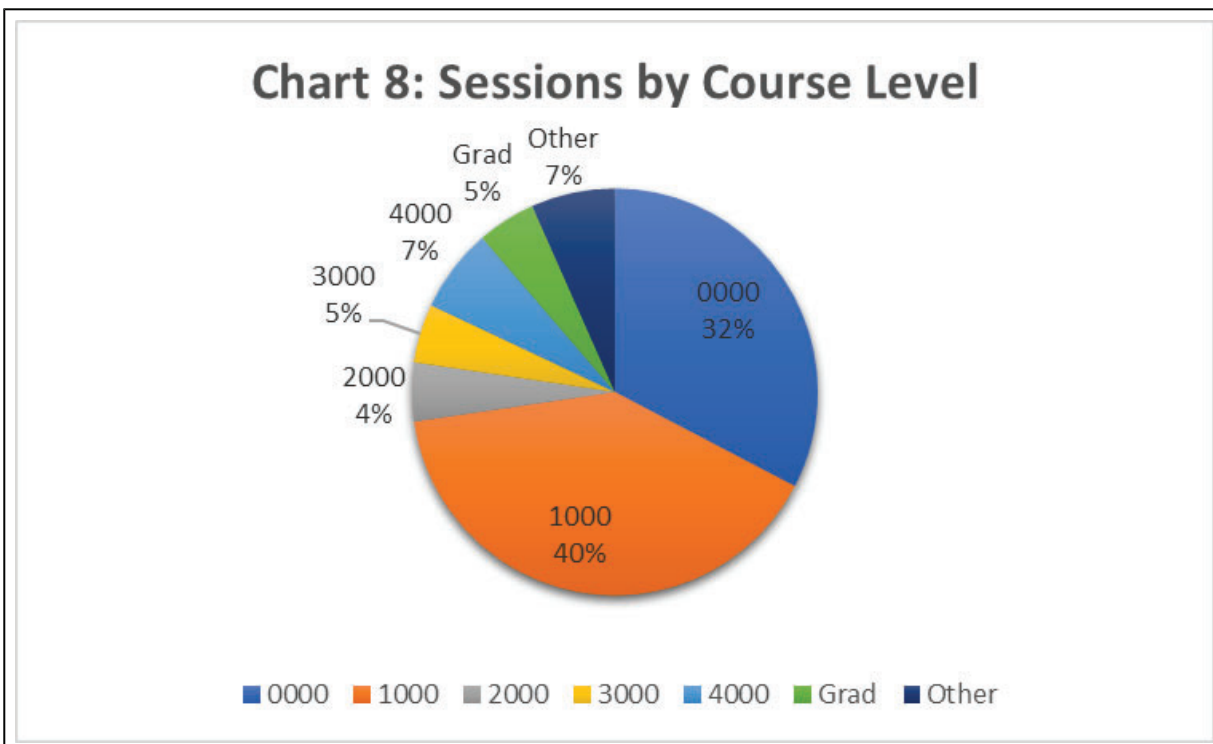


Figure 11.3-8 - Chart 8: Sessions by Course Level

Course-integrated instruction sessions are assessed through post-session surveys which assess students' confidence in the skills learned in the session as well as their response to the librarian's instruction.

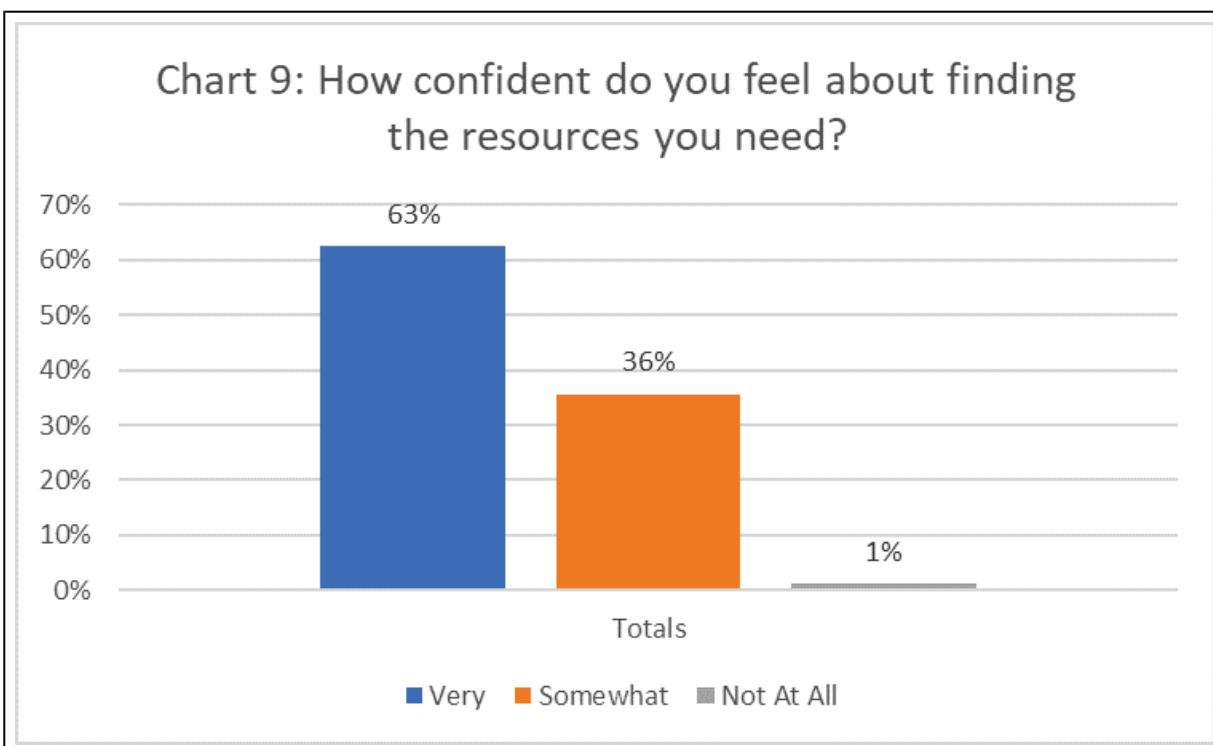


Figure 11.3-9 - Chart 9: How Confident Do You Feel About Finding The Resources You Need?

As Figure 11.3-9 demonstrates, feedback has been very positive with 63% of respondents indicate strong confidence in performing research tasks following the session. Only 1% indicated not feeling confident at all in performing assigned tasks following the session.

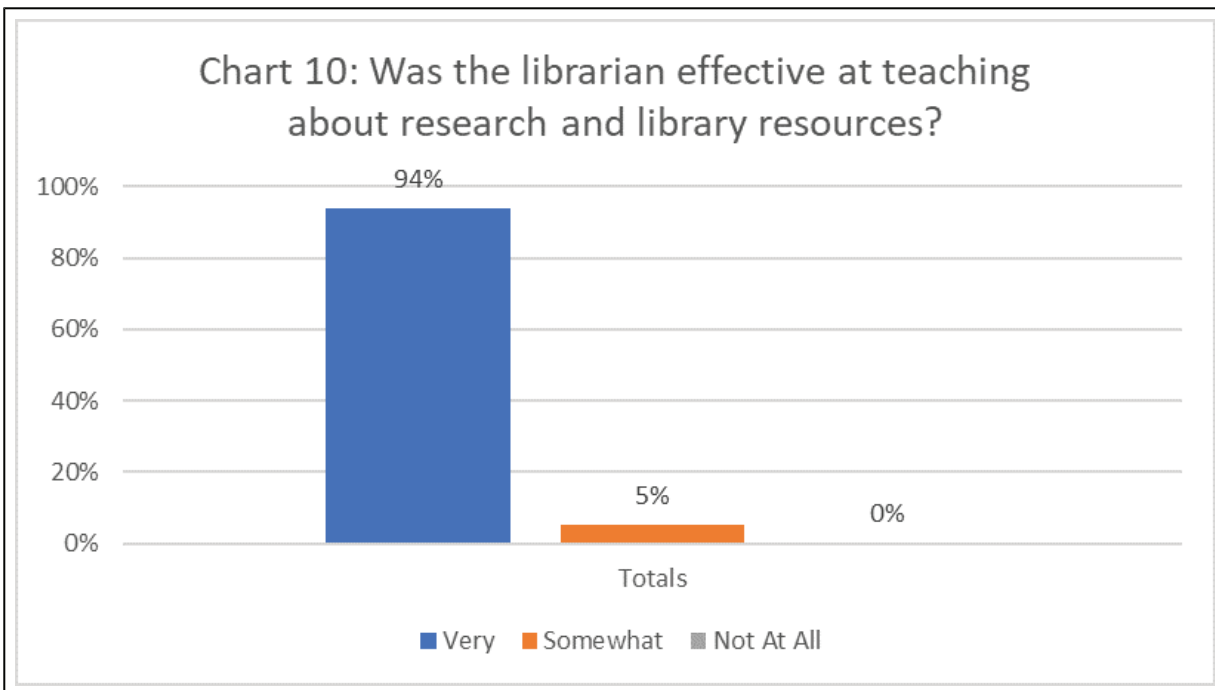


Figure 11.3-10 - Chart 10: Was the Librarian Effective at Teaching about Research and Library Resources?

When examining librarian’s pedagogical work in the classroom, as show in Figure 11.3-10, the scores were even higher with 94% of respondents indicating the library was effective in teaching research skills and tasks[22]. The discrepancy between the two scores may be due to the fact that often in sessions, students arrive without prior knowledge of their class’s research assignment. While librarians encourage disciplinary faculty to provide the assignment prior to library sessions, the decision is at the discretion of the instructor of record, and this may lead to students feeling uncertain regarding their capabilities following the session despite the belief that the library performed well in teaching research skills.

Access to Library Instruction for Online Students

The library provides a variety of library instruction services available to all users regardless of location and time. Research assistance is available to patrons 24 hours a day, seven days a week through the Springshare LibChat Co-op program. The library also utilizes Springshare’s LibGuides software to provide pathfinders to information resources and search tips. These research guides cover a variety of academic disciplines, common research tasks, and guidelines for specific courses and assignments (see reference 3). The research guides continue to be a popular resource for students and were accessed a total of 3,123 times in academic year 2023 as depicted in Figure 11.3-11.

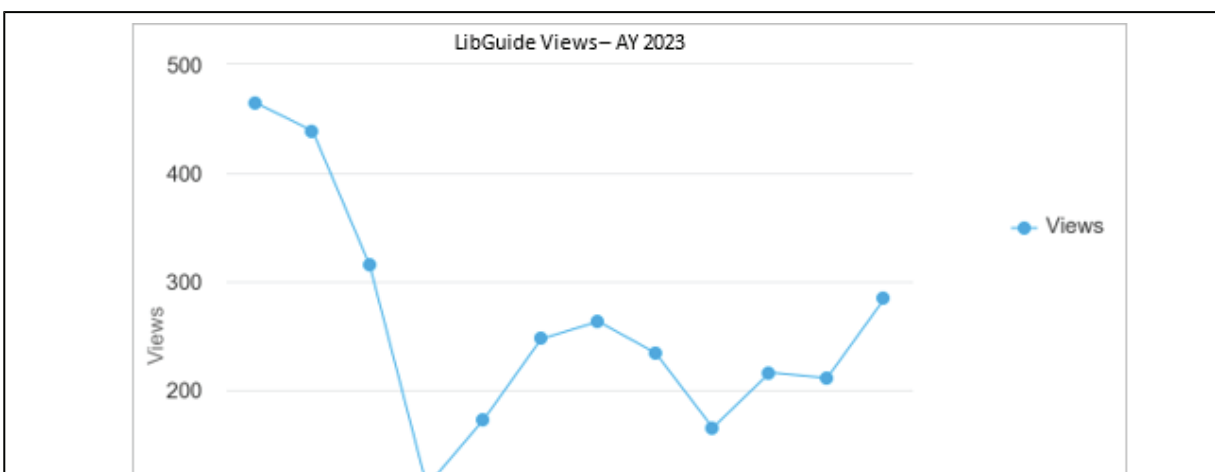




Figure 11.3-11 - Chart 11: LibGuide views Academic Year 2023

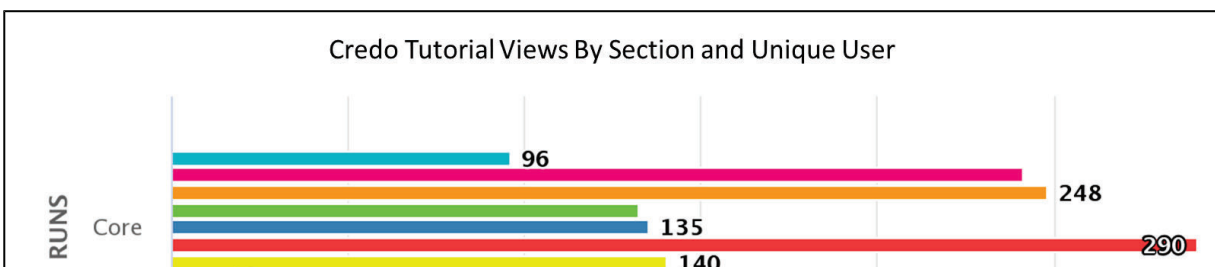
As can be expected the heaviest usage numbers can be seen in the fall semesters with activity picking up again at the midpoint of the spring semester. Months with little or no academic offerings, such as December, reflect the lowest levels of engagement with LibGuides.

Video tutorials are available within these research guides and hosted on the library’s Youtube channel (<https://www.youtube.com/user/lulibrary>). These videos are short visual guides demonstrating how to perform specific research tasks in the library databases and catalog. Table 11.3-3 depicts the number of views by semester in academic year 2023. The videos remain very popular achieving 4,715 total views during the 2023 academic year[23].

Table 11.3-3: Video Tutorial views by Semester AY 23				
Video Title	Fall 22	Spring 23	Summer 23	Totals
Creating Citations in Databases	175	79	116	370
Finding and Accessing Ebooks	53	22	33	108
Finding Journal Articles in Databases	487	605	191	1,283
How to Browse Journals for Articles	36	22	22	80
How to Find Full-Text Articles with Journal Finder	73	46	136	255
How to Read Call Numbers	19	17	6	42
Searching Cardinal OneSearch	844	786	152	1,782
Searching CINAHL	22	11	20	53
Searching for Books 1 – Basics	253	86	43	382
Searching for Books 2 – Subject Searches	194	82	36	312
Using E-Reserves	8	6	3	17
Using Interlibrary Loan	18	9	4	31
Totals	2,182	1,771	762	4,715

Credo

In Summer 2020 the library subscribed to the Credo Information Literacy Core tutorial package[10], providing interactive tutorials and videos that cover a range of essential information literacy and critical thinking skills. The package provides students access to 112 videos, tutorials and quizzes[24] and covers areas including beginning research, search tactics, information sources, evaluating information and information ethics. The suite has proven popular with 1,296 unique engagements across the various modules in academic year 2023 as shown in Figure 11.3-12.



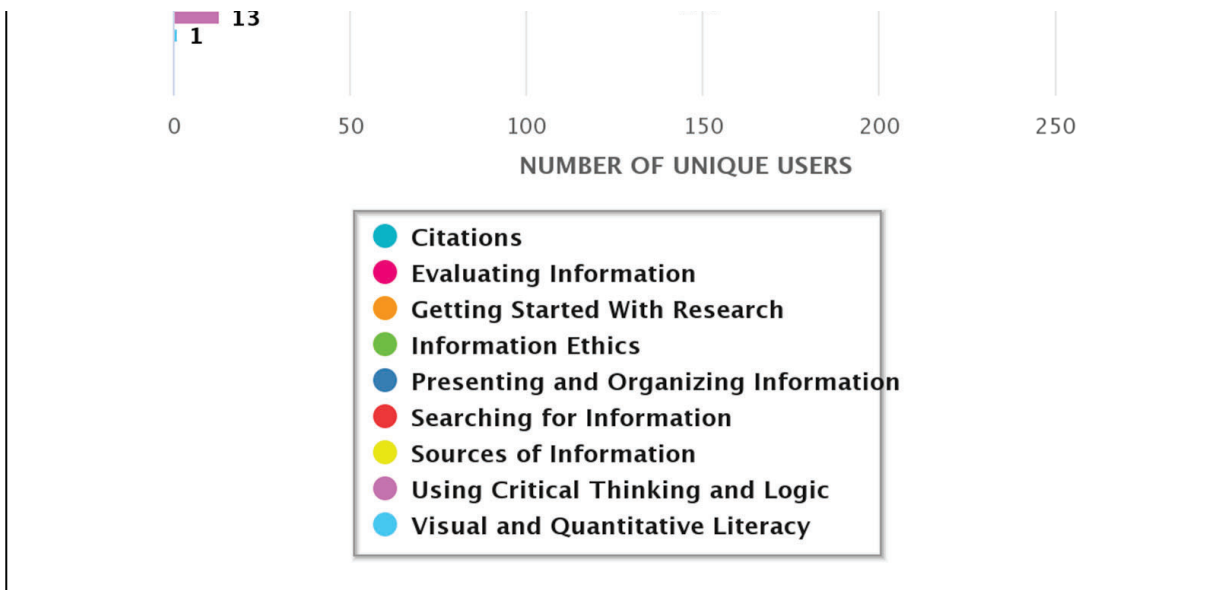


Chart 12: Credo Tutorial Engagements by Content Section and Unique Viewers

Local, custom-made tutorials are created in the Springshare LibWizard platform[9]. This tool utilizes framing technology allowing users to view custom made content while interacting with local resources and search tools. The tutorial currently serves as the primary delivery method of LIT’s DORI 0200 library orientation session. Students taking this tutorial will learn basics of utilizing the library including navigating the home page to find resources, identify how to get assistance via the library websites, and recognizing steps to find and use information resources for academic research. The data indicates the efficacy of the tutorial as a learning tool. Students performed particularly well at demonstrating an understanding identifying library services (87%), getting research assistance (96%) and understanding their book checkout user privileges (97%). As the tutorial assessment indicates, students did very well overall with a median overall score of 90% on all questions.

Section 12 Academic and Student Support Services

12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. (Student support services)[CR Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT), an open-access institution of higher education, provides academic and student support programs, services, and activities that are appropriate and consistent with its mission of “Providing innovative teaching and learning for tomorrow’s workforce” and are intended to promote student learning and enhance student development. This is illustrated in Table 12.1-1 “Student Support Services Support of the College Mission” which shows the direct alignment between each element of the College’s mission (teaching and learning, workforce) and the supporting student support services programs, clubs, and activities. This table provides evidence that the College offers an appropriate range of support services, clubs, and activities that are available to all students and provide both curricular support and have a co-curricular role in helping students achieve their academic goals. These services, activities, and clubs are integrated into the academic, social, and administrative functions of the institution and seek to develop human potential and create brighter futures (a full listing of each of these areas, along with links to artifacts, can be seen in Table 12.1-2 “Organizational Structure and Types of Academic and Student Support Services”).

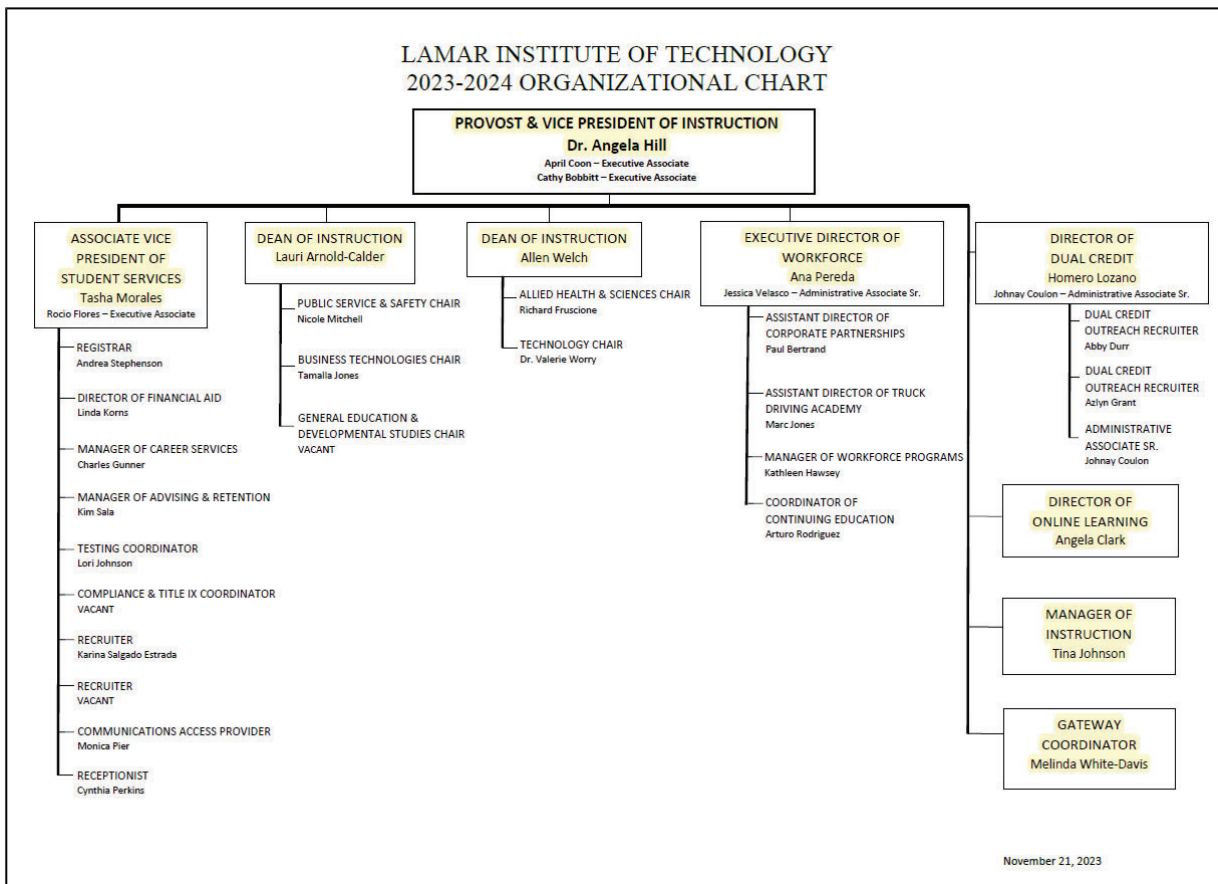
Table 12.1-1 Student Support Services Support of the College Mission			

Mission Element	Services	Clubs	Activities
Teaching and Learning	<ul style="list-style-type: none"> • The Learning Lab • Mary and John Gray Library • Academic Advising • Admissions, Registration, and Records • Career Center • Financial Aid • Recruiting • Special Populations • Testing and Assessment Center • Tutoring • Veterans Services • Foundation Scholarships 	<ul style="list-style-type: none"> • PTK • Drafting Engineering Technology Organization (D.E.T.O.) • Advanced Engine Technology Student Organization • Lamar Instrumentation Association (LIA) • Operating Process Technology (OPT) Club • Hot Shots • American Welding Society (AWS) • LIT Biology Association (LITBA) • The Student Chapter of the American Dental Hygienists' Association (SCADHA) • Health Information Technology Organization (HITO) • Radiologic Technology Student Organization (RTSO) • Skills USA • Skills USA with Crime Scene Investigation • Students of EMS Club (SEMS) • Skills USA in Public Speaking 	<ul style="list-style-type: none"> • ExxonMobil Q&A Session • Plant Tours • 409 Energy Scholars • Skills USA State Competition • Mock Interviews • Lunch & Learn • Lineman's Rodeo • Annual Southeast Texas Welding Invitational, Region V Dual Credit Welding Competition • Texas Mission of Mercy Free Dental Clinic • Volunteer for Avery Guerra Foundation for Congenital Heart Disease • Multidisciplinary Medical Records Review • Kettering Registry Review Seminar • Texas Society of Radiologic Technologists Annual Education Symposium • Dual Credit Summer Bridge Program • Shelia Umphrey Recreational Sports Center • Lamar University Athletics /Sporting Events

		<ul style="list-style-type: none"> • Computer Resource Association 	
Workforce	<ul style="list-style-type: none"> • Career Center • Testing and Assessment Center • Veterans Services • Foundation Scholarships 	<ul style="list-style-type: none"> • LIT Alumni Association 	<ul style="list-style-type: none"> • ExxonMobil Q&A Session • Skills USA State Competition • Plant Tours • Mock Interviews • Lunch & Learn • Lineman's Rodeo • Attend AWS Sabine section monthly meetings • Volunteer Work • Texas Dental Hygiene Annual Conference • Society of Diagnostic Medical Sonographers Conference • Medical Malpractice Trial Observation • Multidisciplinary Medical Records Review • Transfer Fair • Houston Hair Show

The College offers a full range of student services support to all levels of students at every campus and high school dual-enrollment sites, as well as through distance education. These programs, services, and activities are accessible face-to-face, online, by phone, text message, Blackboard Connect™, and video conferencing.

For the purposes of illustrating the delivery of academic and student support programs, services, and activities, the College is organized in a functional organization with three main divisions (Allied Health & Sciences, Technology; GEDS, Business Technology, PBSS; and Student Services) as shown in Figure 12.1-1 “Organizational Structure Supporting Delivery of Academic and Student Support Services.” Employees are organized according to specific skills and functions and each separate department is managed independently under the overall leadership of the provost.



**Figure 12.1-1
Organizational Structure Supporting Delivery of Academic and Student Support Services**

The delivery of academic and student support services is distributed across the institution as shown in Table 12.1-2 “Organizational Structure and Types of Academic and Student Support Services.” This table shows the area of oversight as well as a hyperlink to each program, service, and activity. To streamline communications within and among divisions, overall leadership in the majority of these areas is provided by the provost. While most of these programs, services, and activities originate in the student services division, the Allied Health & Sciences, Technology; and GEDS, Business Technology, PBSS divisions house unique services that are most closely aligned with the functions of those divisions. Additional services, based on their function (e.g., the foundation scholarships), organizationally report directly to the executive director development and foundation or are part of a contractual arrangement[1] with Lamar University (shown as shared services in Table 12.1-2). This organizational structure allows these programs, services, and activities to directly support and become integrated into divisional initiatives. Although these programs, services, and activities are housed in a specific division, they collaboratively support students in all academic disciplines.

Table 12.1-2 Organizational Structure and Types of Academic and Student Support Services				
Over sight Area / Depart ment	Program	Service	Clubs	Activity
				<ul style="list-style-type: none"> ExxonMobil Q&A Session[3]

Technology	Computer Drafting	N/A	<ul style="list-style-type: none"> Drafting Engineering Technology Organization (D.E.T.O.)[2] 	<ul style="list-style-type: none"> ExxonMobil Career Panel[4] ExxonMobil Mixer [5] 409 Energy Scholars[6] Chevron Tour[7] Indorama[8] OCI Beaumont Presentation[9]
	Diesel Mechanics	N/A	<ul style="list-style-type: none"> Advanced Engine Technology Student Organization[10] 	<ul style="list-style-type: none"> Trip to Entergy Sabine Plant[11] Skills USA state Competition[12] ExxonMobil Career Panel[13] ExxonMobil Mixer [14] 409 Energy Scholars[15] Chevron Tour[16] Indorama[17] OCI Beaumont Presentation[18]
	Instrumentation	N/A	<ul style="list-style-type: none"> Lamar Instrumentation Association (LIA)[19] 	<ul style="list-style-type: none"> Plant Tours <ul style="list-style-type: none"> ExxonMobil Chemical /Refinery [20] Entergy Sabine Plant[21] Chevron [22] ExxonMobil Career Panel[13] 409 Energy Scholars[23] ExxonMobil Mixer [14] Indorama[24] OCI Beaumont Presentation[25]
				<ul style="list-style-type: none"> Plant Tours <ul style="list-style-type: none"> ExxonMobil Chemical /Refinery [27] Entergy Sabine Plant[28] Chevron [29]

Department	Process Technology	N/A	<ul style="list-style-type: none"> Operating Process Technology (OPT) Club[26] 	<ul style="list-style-type: none"> Beaumont Dow Chemical Plant[30] Total Energies [31] Hosted OCI Methanol North America[32] 409 Energy Scholars[33] ExxonMobil Career Panel[13] Indorama[34] OCI Beaumont Presentation[18]
	Utility Line Technology	N/A	<ul style="list-style-type: none"> Hot Shots[35] 	<ul style="list-style-type: none"> Tour of Entergy Sabine Plant[36] Hosted Annual Lineman's Rodeo [37] ExxonMobil Career Panel[38] ExxonMobil Mixer [39] 409 Energy Scholars[40] Chevron Tour[41] Indorama[42] OCI Beaumont Presentation [43]
	Welding Technology	N/A	<ul style="list-style-type: none"> American Welding Society[44] 	<ul style="list-style-type: none"> Attend AWS Sabine Section meeting once a month[45] Annual Southeast Texas Welding Invitational, Region V dual credit welding competition[46] Tour of ExxonMobil Chemical/Refinery [47] 409 Energy Scholars[48] Tour of Entergy Sabine Plant[11] ExxonMobil Mixer [49] ExxonMobil Career Panel[50] Chevron Tour[51] Indorama[52]

				<ul style="list-style-type: none"> • OCI Beaumont Presentation[53]
Allied Health and Sciences	Dental Hygiene	N/A	<ul style="list-style-type: none"> • The Student Chapter of the American Dental Hygienists' Association (SCADHA) [54] 	<ul style="list-style-type: none"> • Volunteer Work <ul style="list-style-type: none"> • Gift of Life [55] • Texas Mission of Mercy[56] • Burst College Program[57] • Gift of Life and Monster Dash Ribbon Run[58] • Texas Dental Hygiene Association Annual Conference[59] • PATH Healthcare Primer[60] • Flouride Varnish Program Bingman Head Start[61]
	Radiologic Technology	N/A	<ul style="list-style-type: none"> • Radiologic Technology Student Organization (RTSO) [62] 	<ul style="list-style-type: none"> • Kettering Registry Review Seminar[63] • Texas Society of Radiologic Technologists Annual Educational Symposium[64] • Fieldtrip to Galveston College [65] [66] • Meet-and-Greet [67]
	Respiratory Care	N/A	<ul style="list-style-type: none"> • Respiratory Care Student Organization [68] 	<ul style="list-style-type: none"> • Annual Healthcare Innovation and Sciences Centered - Centre for Emergency Health Sciences Lab Experience [69]

				<ul style="list-style-type: none"> • End of Life Simulation[70] [71]
	Skills USA	N/A	<ul style="list-style-type: none"> • Skills USA[72] 	<ul style="list-style-type: none"> • College Level Skills USA Recruitment[73] [74] [75] • State Competition [76] [77] [78] [79] • National Competition[80]
Public Service and Safety	Criminal Justice	N/A	<ul style="list-style-type: none"> • Skills USA[72] with Crime Scene Investigation 	<ul style="list-style-type: none"> • Criminal District Court[81] • Federal Bureau of Prisons[82] • Hardin County District Attorney [83] • Public Service and Safety Career Day[84] • Touch-a-Truck[85] • Orientation[86] • "Who Dun It?" Forensic Science Summer Camp [87]
	Emergency Medical Services Program	N/A	<ul style="list-style-type: none"> • Student of EMS Club (SEMS) [88] 	<ul style="list-style-type: none"> • Annual Healthcare Innovation and Sciences Centered - Centre for Emergency Health Sciences Lab Experience (Cadaver Lab)[69] • End-of-Life Simulation[89] [90] • Orientation[91]
	Fire Science	N/A	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Nederland's National Night Out Annual Event [92] • Nederland Fire Department[93] • Port Neches Fire Department[94] • Annual Night Live Fire[95] • Orientation[96] • Touch-a-Truck[97]
	General Education			

and Developmental Studies	N/A	N/A	<ul style="list-style-type: none"> • Skills USA[72] in Public Speaking 	<ul style="list-style-type: none"> • N/A
Business Technology	Cyber Security and Networking Technology	N/A	<ul style="list-style-type: none"> • Computer Resource Association [98] 	<ul style="list-style-type: none"> • Skills USA[99]
	Cosmetology	N/A	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Houston Hair Show[100]
Dual Credit	Summer Bridge Program	N/A	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Beaumont ISD [101] • Silsbee ISD[102]
Student Services		<p>The Learning Lab[105]</p> <p>Mary and John Gray Library [106]</p> <p>Academic Advising [107]</p> <p>Admissions[108]</p> <p>Records [109]</p> <p>PTK Honor Society [103]</p> <p>Transcripts[110]</p> <p>Career Services [111]</p> <p>Student Orientation [104]</p> <p>Financial Aid[112]</p> <p>Recruiting</p> <p>Special Populations [113]</p> <p>Testing and Assess-</p>	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Commencement [116] • Student Engagement (Clubs and Activities)[117] • Transfer Fair[118]

		ment Center [114] Tutoring Veterans Services [115]		
Additional Student Support Services	N/A	Cashier's Office [119] Online Learning [120]	• N/A	• N/A
LIT Foundation	LIT Foundation [121]	Foundation Scholarships [122] [123]	• N/A	• N/A
Shared Services	N/A	Lamar University Health Center [124] Barnes and Noble Bookstore [125] Mary and John Gray Library [126] Lamar University Campus Police Department [127] Cardinal Village / Lamar University Housing [128]	• N/A	<ul style="list-style-type: none"> • Shelia Umphrey Recreational Sports Center [129] • Setzer Student Center [130] • Lamar University Athletics / Sporting Events [131]

Although most academic and student support services are non-specific and support all types of students, some are restrictive to students in certain programs (e.g., Veterans and Special

Populations). Accordingly, the usage of different academic and student support services, programs, and activities varies widely. To remain responsive to student needs, the College adds or deletes various academic and student support services, programs, and activities as necessary. Table 12.1-3 "Student Usage of Select Services" shows that students are taking advantage of and using the wide range of academic and student support services offered.

Table 12.1-3 Student Usage of Select Services	
Service	Artifact
Advising	X[132]
Recruiting	X[133]
Financial Aid	X[134]
Orientation	Allied Health[135] Business, GEDS, PBSS 1[136] Business, GEDS, PBSS 2[137] Technology[138]
Testing	X[139]

Lamar Institute of Technology offers a wide range of programming from certificates to associate of applied science, associate of science, and associate of arts degrees. Based on this, the College has a diverse student body, including 27.14% full-time students and 72.86% part-time students. Women and men represented 52.47% and 47.53% respectively, of the total credit and clock hour student enrollment (n = 5306). The median age of students was 21 and 81.40% were categorized as first-generation; these figures include dual enrollment students. In terms of race and ethnicity, the student population at LIT is 37.30% white, 26.39% black, 25.37% Hispanic, 2.90% Asian, and 8.04% categorized as other races or not reported. Approximately 30.00% of students are Pell eligible. Academic and student support programs, services, and activities shown in Table 12.1-1 above are available to students at all academic levels. Table 12.1-4 "Student Level Distribution (by Program Type)" delineates the student body profile served. As a SACSCOC Level I degree-granting institution, the College's student body profile does not include graduate or professional degree students.

Table 12.1-4 Student Level Distribution (by Program Type)								
Program Type	2019-2020		2020-2021		2021-2022		2022-2023	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Associate of Arts	419	10.44	402	9.10	374	8.34	416	8.65
Associate of Science	204	5.08	230	5.21	181	4.03	393	8.17
Associate of Applied Science	1989	49.54	2117	47.93	1925	42.90	1695	35.25
Certificate	307	7.65	334	7.56	407	9.07	467	9.71
Co-enrolled	1096	27.30	1334	30.20	1600	35.66	1837	38.21

Note: Enrollment is for Fall semester of the Fiscal Year

The College ensures adequate and appropriate academic support programs and services for faculty by providing the following:

The Mary and John Gray Library

- The Mary and John Gray Library is an eight-story building centrally located on the LU campus. Its collection exceeds one million volume equivalents, including books, journals, microforms, maps, music scores, state and federal government publications, software and audiovisual materials. Students, faculty and staff of Lamar University and Lamar Institute of Technology can use computers in-house or remotely to locate, print and view electronic books in the online catalog. The chair, library services and staff ensure that print and digital resources adequately support the needs of the faculty. Through a collaborating agreement[140], the library at Lamar University ensure that it continuously updates or adds additional resources while maintaining appropriateness of the existing collection;
- Through a shared services agreement[141] with Sam Houston State University (SHSU) the Online Instructional Development and Support department provides support for the online learning platform Blackboard as well as instructional design support. The department regularly offers technology training and assistance with multimedia resource development, instructional design, system management, and quality assurance. Specialized and detailed support for faculty is available in the faculty resource area in the Blackboard Organization - LIT Faculty Central[142]. They can also sign up to attend monthly live webinars offered and includes one on one sessions for those unable to meet scheduled webinars or for those that have specific questions. The training content as well as mode of delivery is continuously adapted to ensure appropriateness for full-time and part-time faculty needs. For example, to ensure high-quality online instruction, the Online Instructional Development and Support department offers the Online Course Redesign and Faculty Certification Program (OCRFC) to assist the faculty in the development of high quality online courses. The academy's curriculum includes course organization, course content management and development, best practices, as well as strategies and interactions for distance learning. Additionally, select faculty are enrolled in the Center for Applied Special Technology (CAST) Universal Design for Learning (UDL) course curriculum that serves as a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. These methods are both adequate and appropriate in providing faculty the support that they need to provide quality courses;
- The LIT Testing Center coordinates and proctors certification exams, licensure exams, national /state competency exams, placement exams and personal assessments in both online and paper /pencil formats including testing with accommodations for students with disabilities. The appropriateness and adequacy of testing services offered to support the college is evidenced by the wide range of testing, which includes Texas Success Initiative (TSI), ATI-Test of Essential Academic Skills (TEAS), and College Level Examination Program (CLEP). We support the college and community by providing General Educational Development (GED), Certiiport, Pearson Vue, Meazure Learning, Kryterion, ESCO for HVAC Excellence, Texas Commission on Law Enforcement (TCOLE), Texas Commission on Fire Protection (TCFP) and Texas Commission of Environmental Quality (TCEQ) and distance learning exams. Additionally, the center collaborates with industry and educational entities for job screening and assessment of career readiness through ACT WorkKeys and COBRA assessments.
- The Learning Lab provides individualized free tutoring services, both face-to-face and online, for students both during and outside of faculty office hours. These services are supplemented utilizing third-party support including Tutor.com which provides coverage 24 hours a day, seven days a week. The addition of online and third-party tutoring services provide an adequate level of faculty support.

- The special populations coordinator helps faculty to provide appropriate and adequate accommodations to students with a documented disability; and
- The IT Helpdesk is available to all faculty, staff, and students, provides technical support for all hardware and software needs.

Lamar Institute of Technology continually assesses the adequacy and appropriateness of academic support programs and services to meet the needs of its students and faculty through reviewing institutional data sets. The following are examples of changes made in response to the data received / mined:

- Over the years, LIT experienced challenges with student retention. LIT's last QEP implementation changed the culture of the campus and how the college viewed retention and advising. Prior to the QEP (2014), the persistence rate was 45% and as of Fall 2018 that rate increased to 57%. This was accomplished through the implementation of the Starfish Early Alert system and intentional faculty and advising training. LIT maintained an above 50% 1-year persistence rate over the years but experienced a 7% decline between 2021 and 2022. To address the drastic persistence decline, faculty participated in student retention focused professional development trainings and the college strengthened Starfish Early Alert usage amongst faculty and student services staff.
- to identify students that may be experiencing attendance and academic challenges in their courses. These surveys present opportunities for college representatives to contact students with supportive resources and interventions to assist with retention, course completion and academic success.
- **Supporting Students During and Post COVID-19**
 - o During the onset and duration of COVID-19, LIT was an anomaly in higher education as the college continued to experience enrollment increases. As the college's student population grew during the pandemic, LIT remained responsive to students needs and enhanced students services in areas of advising, tutoring, student programs, and financial assistance while making instruction flexible and accessible to all students.
 - Advising:
 - o Student Services and Faculty began offering virtual and phone advising appointments
 - Tutoring
 - o Students increased participation in online tutoring services
 - Student Programs
 - o LIT CARES: First Time in College (FTIC) Program
 - o LIT eLITe Mentoring Program
 - Financial Assistance
 - o LIT received Higher Education Emergency Relief Fund (HEERF) and Governor Emergency Education Relief (GEER) funding and provided the following for students:
 - § Free tuition for summer, fall and spring semesters:
 - Artifact One[143]
 - Artifact Two[144]
 - § GEER funds to assist students with cost of tuition and fees:
 - LIT CARES[145]
 - Awards to assist with tuition, food, housing, transportation, course materials, technology; health care, and childcare expenses.
 - Flexible Instruction
 - o Increased offerings of online, hybrid and web-enhanced courses

- o Increased synchronous online teaching
- o Faculty conducted online office hours via Blackboard

Student Support Services Descriptions

Programs

PTK Honor Society

Phi Theta Kappa Honor Society recognizes and encourages the academic achievement of two-year college students. It provides opportunities for individual growth and development through honors, leadership and service programs. Phi Theta Kappa is the largest honor society in American higher education, with more than 2.5 million members and 1,275 chapters located in 50 United States, U.S. Territories, Canada, Germany, Peru, the British Virgin Islands, the Republic of Palau, the Federated States of Micronesia, the Republic of the Marshall Islands and the United Arab Emirates. In 1929, the American Association of Community Colleges recognized Phi Theta Kappa as the official honor society for two-year colleges.

The complement of services, innovative programs and membership benefits offered by Phi Theta Kappa today is unequalled among honor societies. The programs focus on the Society's Hallmarks of Scholarship, Leadership, Service and Fellowship. To be eligible for membership, a student must complete a minimum of 12 hours of associate degree course work, have a current grade point average of 3.5 or higher and have an overall grade point average of 3.0. Eligible students receive invitations to join by mail in the fall and spring semesters. Students must maintain a high academic standing throughout their enrollment in the two-year college.

Student Orientation

Student Orientation is offered in two parts, an online orientation for you to view at any time and an in-person orientation where you can explore our campus and take care of any financial business beforehand. You'll receive all the information you need to feel confident when you step on campus for your first day of class!

Our orientation is specifically designed for both first-time-in-college and new transfer college students. This is a fun opportunity for students to learn about student services, academic resources, financial aid, and all that LIT has to offer. Students will also meet their department faculty and take a campus tour.

Services

The Learning Lab

Professional tutors are available for developmental classes, Contemporary Math, College Algebra and English. Their schedules vary by semester, so check in with the Learning Lab staff for an up-to-date schedule. Referrals for tutors for other courses may also be available.

Presently, there are a limited number of computers available for students to use for homework, studying, developing resumes, and research. Tables are set up for individuals or study groups. Students may study independently or request a tutor to work with them as necessary. The Learning Lab does not require total silence, but we ask that discussions be kept as quiet as possible due to student testing. A printer is available for students to use and there is a nominal charge per sheet.

The Learning Lab offers access through computers to the Mary and John Gray Library. Research may be done online, and if books or other materials are needed, they may be checked out through the Inter-Library loan system. Students must have their student ID validated at the library, and then they can access the catalog and the electronic databases. Students can use the computer access to find books available for check-out, and also print full text articles from several electronic databases.

Mary and John Gray Library

The College maintains a Memorandum of Understanding (MOU)[146] with the Mary and John Gray Library on the campus of Lamar University which provides students, faculty, staff, and the general public access and user privileges to both traditional and technological collections and learning /information resources. The library provides a collection of materials to support the College's educational, research, and public service programs. The collections include circulating and reference books, eBooks, electronic databases, current periodicals, archived publications, and electronic media sufficient to support its educational, research, and public service programs. As illustrated in SACSCOC Standard 11.1[147], the College provides adequate and relevant collections that are consistent with the needs of the programs offered.

The library provides space for study and leisure use of resources. All students, including distance learners, have access to resources and services of the library both on-site and via the College's website. The library is staffed by full and part-time professional librarians and support staff to assist students, faculty, and the general public during hours of operation.

To meet the needs of today's diverse student population, the library has an online presence, accessible through the College's website. Wireless internet access is available throughout the library for students who bring their own devices. A link to the library's homepage is on the LIT website[148] and provides information about, and access to, library services and resources including, but not limited to: searching the library catalog; accessing electronic databases; and providing additional reference assistance.

To address the need for patron access to additional resources, the library offers full inter-library loan and document delivery services through participation in several cooperative agreements.

Academic Advising

Advising services support students through academic advising and general guidance. An early alert process is in place to assist students who are at risk for failing. Telephone, email, and walk-in advising services are available to provide information about programs and resources, academic planning, scheduling and registering for classes, time management, recognizing diversity, conflict management, personal responsibility, and transfer services. TimelyCare[149], a third-party counseling service, has been contracted to provide 24/7 telephone counseling. In addition, TimelyCare provides students with free face-to-face, off-campus counseling with licensed mental health counselors.

Admissions, Registration, and Records

The Admissions, Registration and Records Office, under the leadership of the registrar, is the single access point for maintaining all official student records which are managed under the Family Education Rights and Privacy Act (FERPA) regulations. This office is the hub of student entry (admissions) through exit (graduation) from the College. Support staff in the Office of the Registrar manage the LIT admissions process. The College utilizes the Banner enterprise resource planning (ERP) system for student database management and EAB Starfish for customer relationship management (CRM). The student services building, located on the main campus in the Eagles Nest, receives admissions applications for all programs at all sites. Since LIT is an open-admissions institution, all students are accepted into the College. Limited access programs have additional admissions criteria. Prior to first enrollment, all new students receive an individualized advising session to assess their entry-level placement. Staff members in the office also: provide students with access to their individual records; manage the interactive student records database; publish the online Schedule of Classes; coordinate

and track room assignments; process student grades, course completers, and graduates; conduct transcript evaluations; issue official transcript and enrollment confirmations; manage degree audits (Degree Works™); and provide other related records services.

Career Services

The Career Services assists students, graduates, and members of the community with career planning and placement experiences. Individuals may explore career profiles, take online interest inventories, use the center's resources to research careers, discuss career planning, receive assistance in goal setting, and establish opportunities for co-operative learning, job shadowing, or internships. Placement services are also available to assist students who wish to seek employment. Additionally, the Career Center coordinates annual career and job fairs that facilitate interaction with employers and universities.

Financial Aid Office

The Financial Aid Office assists prospective and current students in securing the most suitable financial support to achieve their educational goals. Financial assistance and services available to all eligible students include a wide variety of programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, federal and College-supported work-study, as well as scholarship funds offered through the LIT Foundation, Inc. These financial aid programs assist students in a number of ways: general financial support, student work study, enrollment persistence, time to completion, self-sufficiency, and overall satisfaction with their college experience.

Recruiting

The College conducts outreach and recruiting including pre-collegiate opportunities, College information sessions, and open houses to promote a process of seamless transition from high school to college. The recruiting office encourages submission of applications by exploring the breadth of programs available, offering glimpses of what college life includes, and sharing the success and satisfaction of previous students. The College recruiting department is supported by various LIT staff including academic advisors and academic departments. Members of these programs participate in events hosted by local high schools, communities, and their local community organizations in an effort to increase awareness of LIT's educational programs and services. Recruiting activities include, high school-sponsored college nights, high school visits, campus tours, open houses, and middle and high school career days. Online catalogs, brochures, and recruitment materials are readily available to all students, both face-to-face and distance education.

Special Populations

As described in the LIT Catalog and Student Handbook, the mission of the Special Populations Office is to ensure that special population students have equal access to all Lamar Institute of Technology programs and activities. The purpose of this office is to provide students the opportunity to reach their full potential by coordinating academic accommodations and support services, promoting independence and self-advocacy and providing information and referral services within the community. The Special Populations Office helps to foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community.

Testing and Assessment Center

The LIT Testing Center coordinates and proctors certification exams, licensure exams, national/state competency exams, placement exams and personal assessments in both online and paper/pencil formats including testing with accommodations for students with disabilities. The appropriateness and adequacy of testing services offered to support the college is evidenced by the wide range of testing, which includes Texas Success Initiative (TSI), ATI-Test of Essential Academic Skills (TEAS), and College Level Examination Program (CLEP). We support the college and community by providing

General Educational Development (GED), Certiport, Pearson Vue, Meazure Learning, Kryterion, ESCO for HVAC Excellence, Texas Commission on Law Enforcement (TCOLE), Texas Commission on Fire Protection (TCFP) and Texas Commission of Environmental Quality (TCEQ) and distance learning exams. Additionally, the center collaborates with industry and educational entities for job screening and assessment of career readiness through ACT WorkKeys and COBRA assessments.

Veterans Services

The College provides an advisor to assist all veterans and their dependents. The financial aid specialists certify enrollment so that students can receive benefits from the Veterans Administration. In addition, the Veterans Affairs (VA) Office assists all students attending Lamar Institute of Technology using education benefits under the Department of Veterans Affairs Educational Assistance Programs and Texas Hazlewood Exemption Act in the pursuit of a certificate or associates degree. Our goal is to provide the pertinent information required to all our VA students attending Lamar Institute of Technology.

Veterans are afforded the same rights and must meet all academic requirements and maintain the same academic standards as any student attending Lamar Institute of Technology.

LIT Foundation

The Foundation was established as a nonprofit corporation under the laws of the State of Texas and is organized exclusively for charitable educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may be amended. The purposes of the Foundation are: (i) to provide support to Lamar Institute of Technology by soliciting, receiving, and accepting gifts of money and other property-tangible or intangible, real, and personal from the general public, including individuals, corporations, and other entities and sources; (ii) administer, manage, invest, and reinvest such money and property; (iii) apply and expend the income and proceeds thereof for such purposes, all to or for the benefit of the Lamar Institute of Technology; and to enhance community awareness of the institution and solicit funds to advance the College mission. Funds received by the Foundation are distributed to endeavors that benefit the College and provide scholarship dollars to students.

Housed within the Foundation is the LIT Alumni Association. Members meet regularly to discuss ways of supporting College activities and events. Alumni membership is extended to all graduates who complete a degree, certificate, or diploma conferred by the College.

Activities

Commencement

Commencement is the culminating experience for each student at LIT upon completion of the degree requirements for their chosen area of study. The graduation procedures for all programs, including all LIT locations as well as distance education students, are provided on the LIT website[150]. Prior to graduation, students are assisted in completing an application for graduation, performing a graduation audit via DegreeWorks™ to ensure that all course requirements have been met.

Student Engagement (Clubs and Activities)

The Student Engagement program, as outlined on the LIT webpage provides opportunities for student engagement through student organizations and activities, Student Government Association (SGA), and leadership training. Faculty and staff serve, advise, and strongly support student activities and organizations. This student activities program affords opportunities for engagement and personal growth as student leaders through participation in the wide variety of programs and activities.

The College supports academic excellence and recognizes exemplary student performance through acknowledgement on the president's and vice president's honor lists, invitation to participate in Phi Theta Kappa (PTK) international honor society, and recognition at LIT commencement.

Additional Student Support Services

Cashier's Office

The Cashier's Office, located on the first floor of the Cecil Beason Administration Building, processes student payments and other fees, distributes financial aid, in addition to overseeing parking registration and decals.

Online Learning

LIT's Online Learning Department provides services for staff, faculty and students to meet their needs in the ever-evolving online learning environment. The department is available for online and in-person assistance.

LIT's Online Support Desk provides 24/7 assistance for staff, faculty and students. Qualified staff are available to assist instructors in building and maintaining online (asynchronous and synchronous), hybrid and web-enhanced courses. Interactive online tutoring services are provided free to all students via Tutor.com, which offers online assistance 24/7; anywhere at anytime. Students have access to on-demand, 1-to-1 tutoring for more than 250 subjects, multimodal support (text, voice, and audio) and a writing center.

Online Learning help desk and IT support can be obtained via phone or online for online services, online courses, software assistance, and multimedia production.

Shared Services

Partnership with Lamar University

Among the perks of being an Institute student is the campus location, directly across the street from our four-year counterpart, Lamar University (LU). Lamar Institute of Technology (LIT) contracts many services from LU[151], which ensures that LIT students receive the ideal college experience; and students have the same options as students attending larger, four-year institutions across the country.

- Lamar University Health Center
- Lamar University Parking Office
- Sheila Umphrey Recreational Sports Center
- Setzer Student Center
- Barnes & Noble Student Bookstore
- Mary and John Gray Library
- Lamar University Campus Police Department
- Athletics/Sporting Events

Lamar University Health Center

The Lamar University Health Center's mission is to promote the health and wellness of the student population by offering quality medical and psychological services to the students of Lamar University and Lamar Institute of Technology. They administer a wide variety of testing services and immunizations.

LIT students should bring a valid student ID with visible T# to their appointments. All charges incurred are billed directly to the student's account and can be paid for at the Lamar Institute of Technology Cashier's Office.

Sheila Umphrey Recreational Sports Center

Sheila Umphrey Recreational Sports Center is commonly referred to as "The Rec Center." It is part of Lamar University's Department of Recreational Sports. Rec Sports programs include fitness and wellness (workout facilities and classes), outdoor pursuits (including rock climbing wall), aquatics and informal recreation.

Lamar Institute of Technology students may use the facility by presenting a valid student ID and completing a liability release waiver, which is signed on your first visit only. More than 1,000 students, faculty and staff participate daily in Rec Sports!

Setzer Student Center

Setzer Student Center (or "The Set") is the place to be! It is the center of campus activities at Lamar University. The center provides the student "family" with programs and facilities for a variety of out-of-classroom tastes and needs.

The activities and services of the center are for the enjoyment of all the members of LU and Lamar Institute of Technology. They are used for individual interests in such areas as meetings, lectures, music, movies, reading or for simply relaxing over a cup of coffee or in casual conversation with friends. Funded by student fees, the Setzer Student Center offers programs and activities which are designed to enhance the academic and educational experiences of LU and LIT students.

The Barnes & Noble Student Bookstore

The Barnes & Noble Student Bookstore is a one-stop shop for all textbook and academic needs, including low-cost used and digital textbooks. It also provides Lamar University and Lamar Institute of Technology clothing, merchandise, school supplies, convenience items and other books and magazines. Customers can shop in the store (located in the Setzer Student Center) or online at <http://lamar.bncollege.com/>. (Find Institute textbooks by clicking Find Course Materials[152].)

The Mary and John Gray Library

The Mary and John Gray Library is an eight-story building centrally located on the LU campus. Its collection exceeds one million volume equivalents, including books, journals, microforms, maps, music scores, state and federal government publications, software and audiovisual materials. Students, faculty and staff of Lamar University and Lamar Institute of Technology can use computers in-house or remotely to locate, print and view electronic books in the online catalog.

The Student ID with T# serves as a patron's library card for borrowing purposes. The library provides rooms for group study, and the fifth floor is a designated quiet study floor. Coin-operated copy machines for both print and microforms are available. The library is open seven days a week in the long semesters.

Lamar University Campus Police Department

Lamar University Campus Police Department is on campus to protect individuals, their property and the college's property. University police are also charged with enforcing university and system's regulations, all state, local and federal laws.

Officers working for the university are licensed peace officers for the state of Texas. They have countywide jurisdiction. There are emergency call stations located on the Institute campus that will send direct alerts to the LUPD 24 hours a day.

Lamar University Athletics/Sporting Events

Lamar University Athletics/Sporting Events are open for all Institute students, free of charge when presenting a valid student ID.

Cardinal Village/Lamar University Housing

Cardinal Village/Lamar University Housing is managed and operated by the LU Department of Residence Life. The facility offers two-bedroom, one-bathroom units, providing each student with a private bedroom and a wide range of services and social amenities. Cardinal Village/Lamar University Housing promotes students' intellectual and personal development through facilities, programs, activities and services that reflect the highest standards of the university.

Lamar Institute of Technology students are invited to enter into individual and separate lease agreements with Cardinal Village. The student is responsible for following all lease regulations and maintaining all financial obligations incurred with Cardinal Village. This service is a courtesy extended from LU to LIT students for convenience purposes. Lamar Institute of Technology remains classified as a non-housing college.

All students residing in Cardinal Village, both LU and the LIT, are required to pay for and participate in the meal program with LU campus dining areas only. (Mega Bytes Café, located at Lamar Institute of Technology, is not included in the meal program.)

- 12.2** The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution. (*Student support services staff*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) ensures that an adequate number of academic and student support services staff with appropriate education or experience in student support service areas are available to accomplish the mission of the institution.

Adequate Number

The College offers a wide variety of educational programming from obtaining a certificate, associate of applied science, or associate of science degree. To validate that student support services staff is adequate to accomplish the mission of the College[1], methods such as the graduate satisfaction survey[2] are employed. Results from this survey, for example, assist the administration in making decisions as to whether or not there are a sufficient number and type of student support staff available to accomplish the College's mission. Table 12.2-1 "Results of Graduate Satisfaction Survey" highlights results specific to student support services staff. As shown, the majority of the students that completed the survey responded with strongly agree, agree, or list the area as non-applicable (88.55% - 96.00%) as opposed to those who responded disagree or strongly disagree (0.00% - 2.00%), which further makes the case for adequacy of numbers within the student support services areas.

Table 12.2-1 Results of Graduate Satisfaction Survey			
Area			

	Students Reporting SA or A	Students Reporting SA, A, NA	Students Reporting D or SD
General	88.90%	91.76%	1.31%
Financial Aid	89.67%	94.3%	0.67%
Admissions	91.65%	93.67%	1.01%
Advising and Counseling	90.00%	93.00%	2.00%
Testing	83.58%	93.97%	1.00%
Cashier	93.00%	96.00%	0.00%
Student Activities	78.12%	88.55%	1.68%

SA – Strongly Agree, A – Agree, NA – Not Applicable, D – Disagree, SD – Strong Disagree

Qualifications

The organizational structure of the institution's academic and student support services requires a breadth of educational and experiential credentials to ensure that the colleges mission of "...providing innovative teaching and learning for tomorrows workforce" can be accomplished. In an effort to streamline communications within and among divisions, overall leadership in the majority of these areas is provided by the provost. Additional services, based on their function (e.g., scholarship coordinator, alumni relations specialist), organizationally report directly to the executive director of development and the foundation. Although these programs, services, and activities are housed in a specific division, they collaboratively support students across organizational lines. For example, to ensure that all policies are uniformly applied across the institution, the provost has operational authority over all of the academic and student services divisions. Similarly, as shown in Figure 12.2-1 "Condensed Organizational Chart," the overall leadership structure of the institution aligns with functions of each program/service in an integrated, cross-institutional manner. A complete organizational chart can be found here[3].

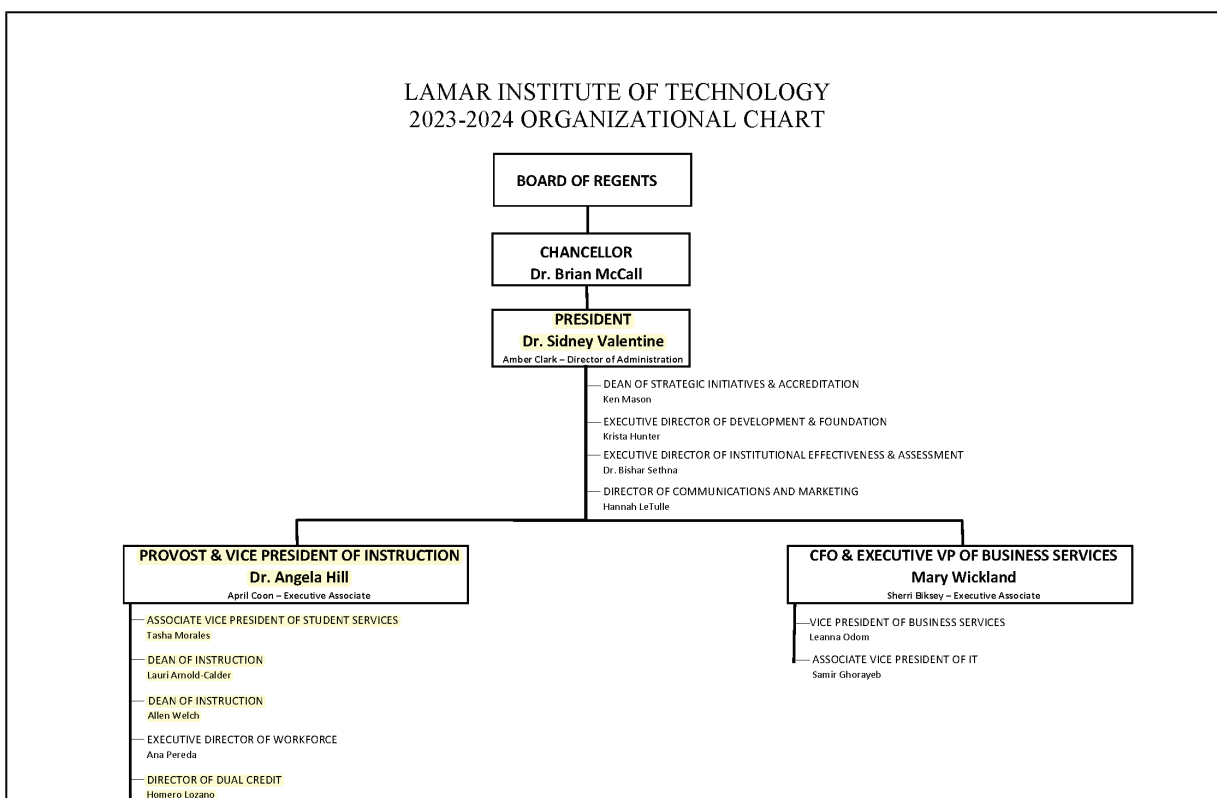




Figure 12.2-1 Condensed Organizational Chart

Lamar Institute of Technology considers its hiring decisions among the most important decisions made by the institution. Accordingly, for each academic and student support program and service, provided by the College, Table 12.2-2 "Qualifications of Student Support Services Staff" identifies the assigned student affairs and academic support personnel along with their academic and experiential qualifications.

Table 12.2.-2 Qualifications of Student Support Services Staff				
Program /Service	Position (Link to Job Description)	Name (Link to CV)	Academic	Experience
Student Services Division				
	Registrar[4]	Andrea Stephenson [5]	MS Industrial /Organizational Psychology Lamar University BA Psychology Lamar University	2023 to present Registrar Lamar Institute of Technology 2020 to 2023 Associate Dean of Student Services /Registrar Lamar Institute of Technology 2013 to 2020 Director of Advising, Counseling, Testing, Recruitment, and Dual Credit Lamar State College Orange 2006 to 2013

Admissions, Registration, and Records			<p>Director of TRiO, Student Support Services</p> <p>Lamar University 2005 to 2006</p> <p>Coordinator of New Student Programs</p> <p>Lamar University</p>
	Manager of Admissions and Enrollment [6]	Rebecca Cole[7]	<p>BGS General Studies Lamar University</p> <p>2020 to present Manager of Admissions Lamar Institute of Technology</p> <p>2008 to 2021 Coordinator of Special Populations Lamar Institute of Technology</p> <p>2005 to 2008 Tutor Coordinator Lamar University</p>
	Evaluation Specialist[8]	Pamela Stanley[9]	<p>AAS Accounting Technologies Lamar Institute of Technology</p> <p>2023 to present Evaluation Specialist Lamar Institute of Technology</p> <p>2022 to 2023 Admissions Specialist Lamar Institute of Technology</p> <p>2011 to 2022 Bookkeeper Lakes Area Powersports</p>
	Admissions Specialist II[10]	Virginia Walston[11]	<p>AA Liberal Arts (in progress) Lamar Institute of Technology</p> <p>High School Diploma New Creation Christian Academy</p> <p>2018 to present Admissions Specialist II Lamar Institute of Technology</p> <p>2015 to 2018 Mail Courier</p>

				<p>Lamar Institute of Technology</p> <p>2014 to 2015 Special Events Assistant Lamar Institute of Technology</p> <p>2004 to 2014 Environmental Tech Lamar Institute of Technology</p> <p>2002 to 2004 Maintenance Lamar Institute of Technology</p>
	Admissions Specialist[12]	Jaclyn Ratcliff [13]	High School Diploma Nederland High School	<p>2023 to present Admissions Specialist Lamar Institute of Technology</p> <p>2022 to 2023 Registrar Vista Ridge High School</p> <p>2021 to 2022 Attendance Secretary Port Neches Middle School</p>
	Manager of Advising and Retention[14]	Kimberly Sala [15]	<p>MEd Educational Technology Leadership Lamar University</p> <p>BAAS Applied Arts and Sciences Lamar University</p> <p>AAS Management Development Lamar Institute of Technology</p>	<p>2023 to present Manager of Academic Advising & Retention Lamar Institute of Technology</p> <p>2022 to 2023 Manager of Student Engagement & Retention Lamar Institute of Technology</p> <p>2021 to 2022 Enrollment Specialist</p>

			<p>Sowela Technical Community College</p> <p>2015 to 2017 Graduate Coordinator Lamar University</p> <p>2013 to 2015 Academic Advisor Lamar University</p> <p>2012 to 2013 Academic Advisor Lamar University</p>
Academic Advising and Special Populations	Special Populations Coordinator [16]	Jamarcus Corks[17]	<p>BS Communication Lamar University</p> <p>2022 to present Coordinator, Special Populations Lamar Institute of Technology</p> <p>2022 to present Adjunct Instructor Lamar Institute of Technology</p> <p>2020 to 2022 Student Success Advisor Lamar Institute of Technology</p> <p>2018 to 2020 Financial Aid Counselor Lamar University</p> <p>2012 to 2017 Student Equipment Manager Lamar University</p>
	Academic Advisor[18]	Nadria Moore [19]	<p>MA Sociology Student Learning Outcomes Prairie View A&M University</p> <p>BS Biology</p> <p>2023 to present Academic Advisor Lamar Institute of Technology</p> <p>2023 to present</p>

		Lamar University	<p>Adjunct Instructor Lamar Institute of Technology</p> <p>2022 to 2023 Advisor /Outreach Recruiter Lamar Institute of Technology</p> <p>2021 to 2022 Learning Lab Specialist Lamar Institute of Technology</p> <p>2017 to 2019 Graduate Teaching /Research Assistant Prairie View A&M University</p>
Academic Advisor[18]	Hind Masoud [20]	<p>BS University Studies (in progress) Lamar University</p> <p>AA Liberal Arts Lamar Institute of Technology</p> <p>A CIS Lamar Institute of Technology</p>	<p>2023 to present Academic Advisor Lamar Institute of Technology</p> <p>2022 to 2023 Advisor /Outreach Recruiter Lamar Institute of Technology</p> <p>2018 to 2022 Testing Specialist Lamar Institute of Technology</p>
Academic Advisor[18]	Eric Matthews[21]	BAAS Arts and Sciences Lamar University	<p>2023 to present Academic Advisor Lamar Institute of Technology</p> <p>2013 to 2023 Military and Veteran Services Lamar University</p>

				2008 to 2013 Admission Specialist, Sr Lamar University
Financial Aid	Director of Financial Aid [22]	Linda Korns [23]	BBA General Business Concentration in Entrepreneurship Lamar University	2023 to present Director, Financial Aid Lamar Institute of Technology 2022 to 2023 Assistant Dean, Financial Aid & Compliance Lamar Institute of Technology 2018 to 2022 Director, Financial Aid Lamar Institute of Technology 2010 to 2013 Financial Aid Specialist /Testing Ctr Proctor Lamar Institute of Technology
	Manager of Financial Aid [24]	Catherine Falb[25]	High School Diploma Lamar State College Port Arthur	2021 to 2023 Manager, Financial Aid Lamar Institute of Technology 2011 to 2021 Financial Aid Coordinator Lamar Institute of Technology 2004 to 2011 Financial Aid Specialist Lamar Institute of Technology 2001 to 2004 Cashier I Lamar Institute of Technology
	Financial Aid Specialist[26]	Cheryl Talbert[27]	AAS Health Information Technology	2017 to 2023 Financial Aid Specialist

			Lamar Institute of Technology	Lamar Institute of Technology
	Financial Aid Specialist[26]	Crystal Cole [28]	BS Sociology Lamar University AS Environmental Science Collin College	2017 to 2023 Financial Aid Specialist Lamar Institute of Technology
Testing	Coordinator, Testing[29]	Lori Johnson [30]	MA Counseling Sam Houston State University BSW Social Work Lamar University	2016 to present Coordinator, Testing Lamar Institute of Technology 2013 to 2016 Director, Testing Lamar Institute of Technology 2010 to 2016 Academic Advisor Lamar State College Orange 2001 to 2007 Director, Testing Lamar University
	Testing Specialist[31]	Felicia Avery [32]	High School Diploma Penn Foster High School	2022 to 2023 Testing Specialist Lamar Institute of Technology 2004 to 2007 Substitute Teacher MLK Middle School
	Testing Specialist[31]	Jerri Landor [33]	High School Diploma Westbrook High School	2023 to present Testing Specialist Lamar Institute of Technology
Career Services	Manager, Career Services[34]	Charles Gunner[35]	MS Criminal Justice Lamar University BBA Management Lamar University AA Business Administration Lamar State College – Port Arthur	2023 to present Manager, Career Services Lamar Institute of Technology 2022 to 2023 Senior Academic Advisor Lamar University

				2022 to 2022 Financial Aid Lamar University
Veterans Services	Academic Advisor[18]	Eric Matthews[21]	BAAS Arts and Sciences Lamar University	2023 to present Academic Advisor Lamar Institute of Technology 2013 to 2023 Military and Veteran Services Lamar University 2008 to 2013 Admission Specialist, Sr Lamar University
	Financial Aid Specialist[26]	Cheryl Talbert[27]	AAS Health Information Technology Lamar Institute of Technology	2017 to 2023 Financial Aid Specialist Lamar Institute of Technology
	Financial Aid Specialist[26]	Crystal Cole [28]	BS Sociology Lamar University AS Environmental Science Collin College	2017 to 2023 Financial Aid Specialist Lamar Institute of Technology
Tutoring Lab	Professional Tutor[36]	Reagan Wolfford[37]	AS Natural Science Lamar State College Orange	2023 to present Professional Tutor Lamar Institute of Technology
	Professional Tutor[36]	Ruben Rosales[38]	AAS Dental Hygiene (in progress) Lamar Institute of Technology High School Diploma Clarksburg High School	2023 to present Professional Tutor Lamar Institute of Technology
Educational Technology				
	Director of Online Learning / Instruction[39]	Angela Clark [40]	BS Applied Science Lamar University	2023 to present Director of Online Learning Lamar Institute of Technology 2021 to 2023 Manager of Online Learning

Educational Technology				<p>Lamar Institute of Technology</p> <p>2017 to 2021 Coordinator of Continuing Education</p> <p>Lamar Institute of Technology</p> <p>2018 to 2022 Adjunct Instructor In Business Technology</p> <p>Lamar State College Port Arthur</p>
Executive Director of Development and the Foundation				
LIT Foundation, Scholarships, and Alumni	Executive Director of Development and the Foundation[41]	Krista Hunter [42]	<p>BA General Business (in progress) Lamar University</p> <p>High School Diploma Abeka High School</p>	<p>2023 to present Executive Director of Development and Foundation</p> <p>Lamar Institute of Technology</p> <p>2020 to 2023 Executive Director of Beaumont Chamber Foundation</p> <p>The Greater Beaumont Chamber of Commerce</p> <p>2014 to 2020 Program Manager Junior Achievement</p>
	Scholarship Coordinator [43]	Stephanie Finley[44]	<p>AAS Accounting Technology (in progress) Lamar Institute of Technology</p> <p>AAS Industrial Mechanics Technology Lamar Institute of Technology</p>	<p>2019 to present Scholarship Coordinator</p> <p>Lamar Institute of Technology</p>

	Alumni Affairs Specialist[45]	Patrick Anderson[46]	High School Diploma Forest Park High School	2022 to present Alumni Specialist Lamar Institute of Technology 2003 to 2020 Sales Becker Printing
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To ensure that student support services staff remain current in their field, the College offers a variety of professional development opportunities including: conferences, seminars, meetings, workshops, training opportunities, and supporting staff members who wish to return to college to further their education. The College annually budgets professional development funds for all full-time staff. The director of finance tracks funds specifically allocated for seminars[47], workshops[48], training opportunities[49], and staff development[50], for student affairs staff. Those who wish to further their education are currently eligible for five (5) paid courses per fiscal year through LIT Policy 5.7 “Education and Training Plan”[51]. The director of finance is responsible for administering and tracking funding specifically allocated for faculty and staff who wish to pursue a degree (e. g., Employee A[52], Employee B[53], Employee C[54]) or credential. The College supports professional development through direct funding and travel reimbursement.

Employees are informed of professional development opportunities through a variety means including, but not limited to: emails[55], video boards throughout the institution, TSUS Organizations[56], the Texas Higher Education Coordinating Board[57], national organizations (e.g., TACRAO[58], NISOD[59], SACSCOC[60]) and are also encouraged to seek out professional development opportunities of their own interest.

- 12.3** The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community. (*Student rights*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) publishes clear and appropriate statements of student rights and responsibilities and disseminates these statements to the campus community.

Publication

Lamar Institute of Technology (LIT) is a component of the Texas State University System (TSUS) which is governed by a Board of Regents. The College is defined in State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 96. Institutions of the Texas State University System, Subchapter E. Lamar University and Related Institutions, Section 96.703 “Lamar Institute of Technology,”[1].

State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter A. Administrative Provisions, Section 95.01 “Board of Regents. The organization, control, and management of the state university system is vested in the Board of Regents, Texas State University System,”[2] gives authority to the Texas State University System (TSUS) Board of Regents (BOR) oversight of the TSUS and its’ components.

Additionally, The Texas State University System Rules and Regulations, Chapter IV, “President of the Components,” Section 2 “Authority, Duties, and Responsibilities,” Subsection 2.1 “Authority”[3] states that “the President shall be answerable to the Chancellor and shall have discretionary powers broad

enough effectively to administer the Component within the policies and guidelines as set forth by the Chancellor and Board of Regents.” The president's general powers, duties, and responsibilities are set forth in The Texas State University System Rules and Regulations, Chapter IV, “President of the Components,” Section 2 “Authority, Duties, and Responsibilities,” Subsection 2.2 “Delegation of Authority.”[4]

As stated in subsection 2.2 above, subpart 2.24[5], the president is responsible for “Interpreting System policies to the faculty and staff; representing and interpreting the Component’s programs, needs and interests to the Board and the general public.” Also per this policy, the president, or his designee, is responsible for formulating institutional policies and rules related to students rights and responsibilities which are then presented to the presidents executive team for approval[6]. The associate vice president of student services is responsible for ensuring that all policies related to student rights and responsibilities are updated as needed.

The College has a variety of policies and administrative procedures related to student rights and responsibilities, which are based on TSUS Rules and Regulations, as shown in Table 12.3-1 “LIT Policies: Student Rights and Responsibilities.” This table also provides selected artifacts of implementation and enforcement of these LIT policies. These policies conform to sound educational practice as mandated by the Texas Higher Education Coordinating Board[7] (THECB) and the TSUS Board of Regents and are in compliance with Title VI[8] and VII[9] of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972[10]. Additionally, the College’s policies related to student rights and responsibilities meet the needs of all students as noted by the lack of student complaints and/or grievances (54 total across the period 2015-2023).

Table 12.3-1 LIT Policies: Student Rights and Responsibilities		
TSUS Policy / Legislative	LIT Policy	Selected Artifacts
The Texas State University System Rules and Regulations, Chapter III, “System – Component Operations,” Section 22 “Sexual Misconduct”[11]	2.1 “Sexual Misconduct” [12]	X (Step One[13], Step Two [14], Step Three[15], Step Four[16], Step Five[17]) X[18]
The Texas State University System Rules and Regulations, Chapter VI, “Student Services and Activities,” Section 5 “Student Conduct and Discipline,” Subsection 5.43 “Freedom of Speech.”[19]	8.23 “Freedom of Speech and Expression”[20]	N/A (There have been no freedom of speech complaints since the last reaffirmation)
The Texas State University System Rules and Regulations, Chapter VI, “Student Services and Activities,” Section 5 “Student Conduct and Discipline,” Subsection 5.1 “Acquaintance with Policies, Rules, and Regulations.”[21]	8.3 “Code of Conduct”[22]	X (Step One[23], Step Two [24])
The Texas State University System Rules and Regulations, Chapter VI, “Student Services and Activities,” Section 5 “Student Conduct and Discipline,” Subsection 5.3 “Academic Dishonesty.”[25]	8.24 “Academic Dishonesty”[26]	X (Step One[27], Step Two [28], Step Three[29])
	8.4 “Hazing”[31]	

The Texas State University System Rules and Regulations, Chapter VI, "Student Services and Activities," Section 5 "Student Conduct and Discipline," Subsection 5.2 "Student Misconduct," subpart (9) "Hazing" [30]		N/A (There have been no acts of hazing reported since the last reaffirmation)
Texas SB 11 "Campus Carry"[32]	8.26 "Campus Carry"[33]	X (Step One[34], Step Two [35])
The Texas State University System Rules and Regulations, Chapter VI, "Student Services and Activities," Section 5 "Student Conduct and Discipline," Subsection 5.2 "Student Misconduct," subpart (3) "Official Summons"[36]	8.6 "Official Summons" [37]	X (DOCUMENT AND EMAIL FROM ANDREA[38])

The College is committed to the protection of the individual rights of all students and promotes a culture founded on academic integrity and mutual respect to support a safe and inclusive environment. As noted in the LIT College Catalog[39], as members of LIT's learning community, students are entitled to access to certain information/student rights, including, for example:

- The Institute's admissions requirements.
- The types of degrees and certificates offered by the Institute.
- The availability of career and personal development resources available.
- Course offerings and requirements.
- Class attendance and participation policies.
- Grading policies and procedures.
- Cost of attendance.
- Financial aid availability.
- How financial aid eligibility is determined.
- How financial aid is awarded.
- The Institute and financial aid satisfactory academic progress requirements.
- The Institute's refund policy.
- The Institute's policies and procedures.
- The availability of academic and other support services.
- Availability of student activities.
- Campus crime statistics.
- Graduation rates.
- Job placement rates.
- Emergency procedures.
- The Institute's operational hours.
- The availability of reasonable accommodations as provided under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Services Act of 1973.
- The Institute's grievance procedures.

The College is committed to providing a learning-centered environment that values academic excellence. All members of the academic community share an obligation to maintain conditions that support this effort. Additionally, LIT students assume a responsibility to abide by the policies and regulations expressed in the LIT College Catalog[40]. By doing so, students can exercise their own rights while respecting the rights of others. As noted in the LIT College Catalog, as members of LIT's teach and learning community, students at the College are expected to accept the following responsibilities:

- Read the LIT Catalog and Student Handbook.
- Become knowledgeable about Institute policies and procedures.
- Provide accurate information on Institute forms and update that information when necessary.
- Meet financial obligations to the Institute.
- Attend regularly scheduled classes.
- Complete assignments and exams based upon course syllabus information.
- Participate in class.
- Fulfill one's academic responsibilities in an honest manner.
- Abide by Institute policies and procedures.
- Abide by the established computer use procedures.
- Be aware of academic and graduation requirements.
- Abide by the equipment usage policy.
- Meet published deadlines.
- Use best efforts to notify the Institute if a condition exists that may violate a student's rights, or Institute policies, rules, standards, or procedures.
- Abide by State and federal laws.

Alleged violations and grievances are consistently handled as delineated in Part 3 "Administration of Student Justice" of the "Student Code of Conduct"[41] of the LIT College Catalog, the College has established regulations which are considered necessary to preserve and maintain an environment conducive to learning, to ensure the safety and welfare of members of the College community, to encourage students in the development and practice of good citizenship and self-discipline, and to protect property and equipment of the College.

The associate vice president of student services is responsible for formulating student rights and responsibilities statements and keeping them updated. When changes to College policies related to student rights and responsibilities are needed, the associate vice president of student services prepares the draft change and submits it to the LIT executive team. The LIT executive team will accept, reject, modify, or table the proposal based on their analysis and review. Once the creation or revision of a policy has been approved, it becomes effective on that date. Since the last reaffirmation, there have been no changes to statements regarding student right and responsibilities.

Dissemination

The College publishes and disseminates information about all College policies and procedures, including those related students rights and responsibilities, to the campus community. The essence of the policies and procedures are accessible in the College Catalog[42] and on the LIT Webpage[43]. All LIT students have the same rights and responsibilities regardless of instructional mode of delivery (face-to-face, hybrid, or online), type (dual-enrollment, transfer, occupational, transient, or traditional), or location (main or off-campus instructional sites).

- 12.4** The institution (a.) publishes appropriate and clear procedures for addressing written student complaints, (b.) demonstrates that it follows the procedures when resolving them, and (c.) maintains a record of student complaints that can be accessed upon request by SACSCOC. (*Student complaints*)
[Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) publishes appropriate and clear procedures for addressing written student complaints, demonstrates that it follows those procedures when resolving student complaints, and maintains a record of student complaints that can be accessed upon request by SACSCOC.

As outlined in Grievance Procedure in the LIT Catalog[1], LIT defines a "written student complaint" as a formal complaint filed in writing to a vice president or associate vice president. The first step in the resolution process is for the student wishing to register a complaint to contact the specific source

of the problem (person/office) with an explanation of the details. If no resolution comes from that discussion, the student should follow the organizational hierarchy by next contacting the appropriate supervisor/chairperson and, if necessary, the director/dean of the person or office. If no satisfaction or resolution has been reached, a formal written complaint should be filed with the vice president or associate vice president of student services. The vice president or associate vice president of student services will inform the student of the subsequent procedures and time frames involved in the process.

Published Procedures

Based on directives from State of Texas Education Code, Title 3. Higher Education, Subtitle B. State Coordination of Higher Education, Chapter 61. Texas Higher Education Coordinating Board, Subchapter B. Administrative Provisions, Section 61.031 "Public Information and Complaints,"[2] the College has established policies for addressing written student complaints against the institution or the Commission. These procedures are adequate to meet the needs of students as evidenced by the fact that only 66 formal complaints have been filed over the past eight years (2015-2023), which represents 8 per year or 1.24% of the average student body population (5,301). Table 12.4-1 "Procedures Governing Written Student Complaints," shows linkage between the Texas Education Code, TSUS BOR Policy, and LIT Policy. Additionally, artifacts demonstrating that the policies are consistently followed are hyperlinked.

Table 12.4-1 Procedures Governing Written Student Complaints			
Texas Education Code	TSUS Policy	LIT Policy	Artifact
State of Texas Education Code, Title 3. Higher Education, Subtitle B. State Coordination of Higher Education, Chapter 61. Texas Higher Education Coordinating Board, Subchapter B. Administrative Provisions, Section 61.0331 "Negotiated Rulemaking"[3]	The Texas State University System Rules and Regulations, Chapter III, "Component Operations," Section 22 "Sexual Misconduct"[4]	Lamar Institute of Technology Policy and Procedure Manual, Section 2: General Policies, Policy 2.1 "Sexual Misconduct"[5]	X[6] X (Step One[7], Step Two[8], Step Three[9], Step Four [10], Step Five[11])
State of Texas Education Code, Title 3. Higher Education, Subtitle B. State Coordination of Higher Education, Chapter 61. Texas Higher Education Coordinating Board, Subchapter B. Administrative Provisions, Section 61.031 "Public Information and Complaints"[12]	The Texas State University System Rules and Regulations, Chapter I, "Board of Regents," Section 4 "Meetings," Subsection 4.6 "Public Appearances Before the Board"[13]	Lamar Institute of Technology Policy and Procedure Manual, Section 8: Student and Academic Affairs, Policy 8.25 "Student Grievance Procedure" [14]	X (Step One[15], Step Two[16], Step Three[17], Step Four [18], Step Five[19])
N/A	N/A	Lamar Institute of Technology Policy and Procedure	

		Manual, Section 8: Student and Academic Affairs, Policy 8.3 “Student Code of Conduct and Disciplinary Policy,” Part 3 “Administration of Student Justice”[20]	X (Step One[21], Step Two[22])
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Lamar Institute of Technology publishes and disseminates information concerning student complaints to the campus community which are accessible in the LIT Catalog[1] and on the College’s Website[23]. All LIT students have the same complaint procedures regardless of instructional mode of delivery (face-to-face, hybrid, or online), type (dual enrollment, transfer, occupational, transient, or traditional), or location (main or off-campus instructional sites).

The legal obligations of the TSUS Board of Regents are defined by the State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter B. Powers and Duties of the Board, Section 95.21 “General Responsibilities and Authority of the Board,”[24] gives authority to the Texas State University System (TSUS) Board of Regents (BOR) oversight of the TSUS and its’ components. This is operationalized through The Texas State University System Rules and Regulations, Chapter 1, “Board of Regents,” Section 2 “Authority,” Subpart 2.1 “Extent of Authority,” [25] which states “The Texas Legislature, which is given the duty and authority to provide for the maintenance, support, and direction of The Texas State University System, has delegated to the Board of Regents the power and authority, in broad terms, to administer the System,” and Subpart 2.2 “Board Responsibilities,”[26] “The organization, control, and management of the State University System is vested in the Board of Regents of The Texas State University System.

The relationship between the College’s CEO (president), the TSUS, and the TSUS Board of Regents is governed by TSUS policy. As outlined in The Texas State University System Rules and Regulations, Chapter IV, “President of the Components,” Section 2 “Authority, Duties, and Responsibilities,” Subsection 2.1 “Authority,”[27] the President shall be answerable to the Chancellor and shall have discretionary powers broad enough effectively to administer the Component within the policies and guidelines as set forth by the Chancellor and Board of Regents. The Texas State University System Rules and Regulations, Chapter IV, “President of the Components,” Section 2 “Authority, Duties, and Responsibilities,” Subsection 2.2 “Delegation of Authority,[28]” outline the primary duties of the president. Of these primary duties, subsection 2.24 states that the president is responsible for “interpreting system policies to the faculty and staff.” Per this policy, the president, or his designee, is responsible for formulating procedures and rules related to student complaints. The associate vice president of student services is responsible for ensuring that all policies and procedures related to student complaints are updated as needed.

Procedure Adherence

Lamar Institute of Technology has a two-tiered process for handling complaints or grievances: complaint (informal) and grievance (formal). The informal process is initiated when a student makes an appointment and informally discusses the complaint with the respondent. If the issue or concern is not settled at the departmental level within 10 working days, then the issue shall be referred in writing to the Provost/Vice President of Instruction regardless whether the unresolved issue is academic or non-academic in nature. To ensure that policies and procedures regarding student complaints are consistently followed, the formal step-by-step process is outlined below:

1. Students should first attempt to resolve grievances locally and informally through discussion with campus officials. Students should first discuss grievances with the campus individuals with whom they have an unresolved issue. If the issue remains unresolved, the student should discuss the unresolved issue with the immediate supervisor.

1.1. For Academic issues: The student should first discuss the issue with the instructor, then the department chair, Dean of Instruction and finally the Provost/Vice President of Instruction.

1.2. For Non-academic issues: The student should first discuss the issue with the campus individual they have an issue, then their immediate supervisor, Associate Vice President of Student Services and finally Provost/Vice President of Instruction.

2. Each official, upon receipt of an issue or concern, shall investigate the circumstances (to include interviews with the individuals involved where necessary) and shall attempt to resolve the problem. If unable to do so, the official will refer the matter to the next higher level of responsibility.

3. If the issue or concern is not settled at the departmental level within 10 working days, then the issue shall be referred in writing to the Provost/Vice President of Instruction regardless of whether the unresolved issue is academic or non-academic in nature.

4. The Provost/Vice President of Instruction will review the issue. If the issue remains unresolved, the vice president may recommend to the President the appointment of a Special Board to conduct a formal administrative hearing as the basis for final action by the President.

5. The basis on which a grade was awarded may not be challenged under this grievance procedure. The accuracy of recording the grade may, however, be challenged.

The artifacts shown in Table 12.4-1 "Procedures Governing Written Student Complaints" provide evidence that the College consistently follows these published policies and procedures regarding student complaints. Additionally, students or other individuals who wish to register a complaint against the College to the Commission (SACSCOC) or against the Commission directly, will find the address and phone number of the Commission published in the College Catalog and Student Handbook[29], and the LIT Webpage[30].

Records

The office of the dean, student services provides a centralized point of contact for all student complaints. Detailed records are kept on each complaint and grievance received which are logged and tracked from initiation to resolution. The dean's office creates and maintains both written "red files" and an Excel spreadsheet documenting all complaints and grievances along with the resulting resolution. All individual files are centrally retained in a locked filing cabinet within a locked office in the dean of student services suite.

Once a written grievance (formal) has been received by the dean of student services, it is recorded in the complaint log[31]. The elements of the formal complaint log include:

- The date(s) received
- Complainant name/ID
- Description of complaint
- Person or office of concern
- Type
- How resolved
- End date

The associate vice president of student services regularly reviews student complaint logs to discern patterns. Over the past decade, there have been no noticeable patterns in complaints or grievances. This is illustrated in Figure 12.4-1 "Complaint Log Analysis by Year (2015-2023)" which shows the distribution of complaints and grievances from 2015 to present, which averages six per

year. Additionally, Figure 12.4-2 "Complaint Log Analysis by Category (2015-2023)" shows that there is a wide range of categories of complaints and grievances, and the single largest category was sexual harassment which comprised 17.7% of the total.

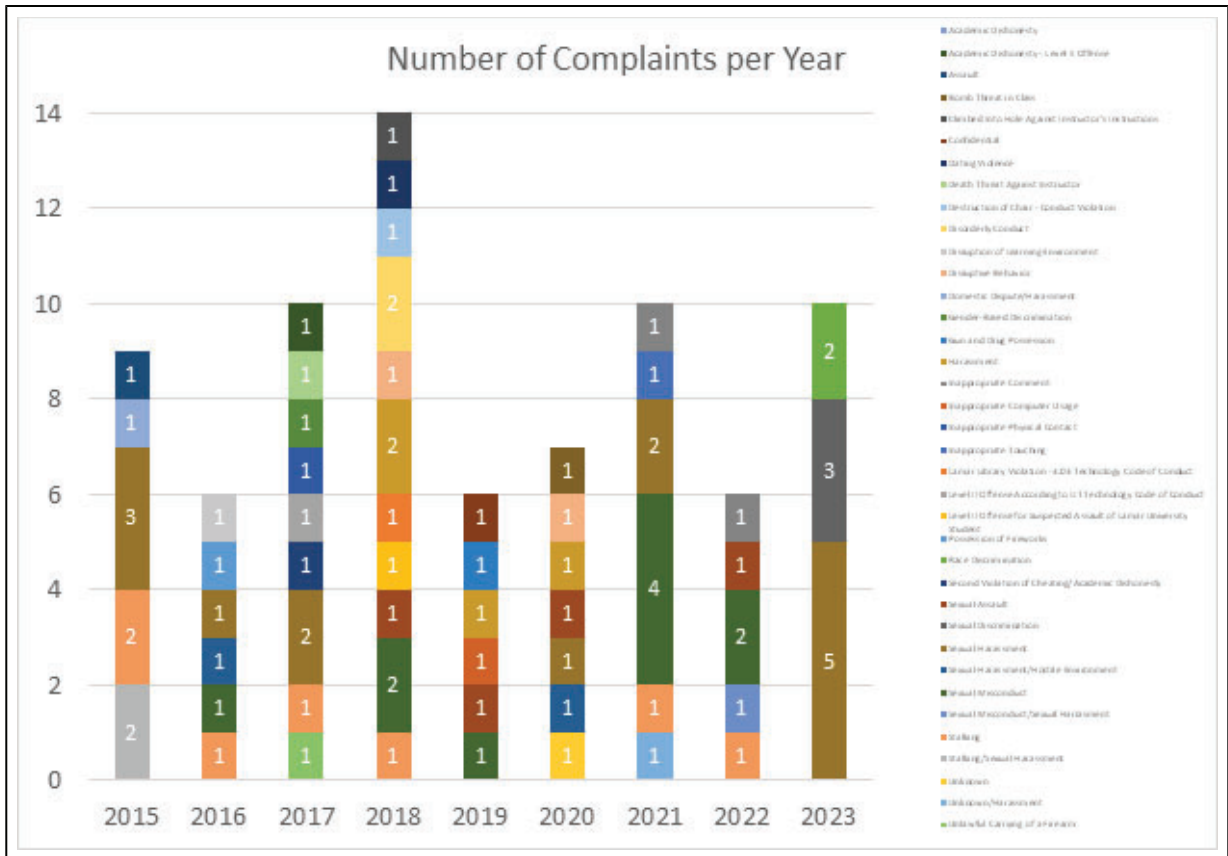


Figure 12.4-1 Complaint Log Analysis by Year (2015-2023)

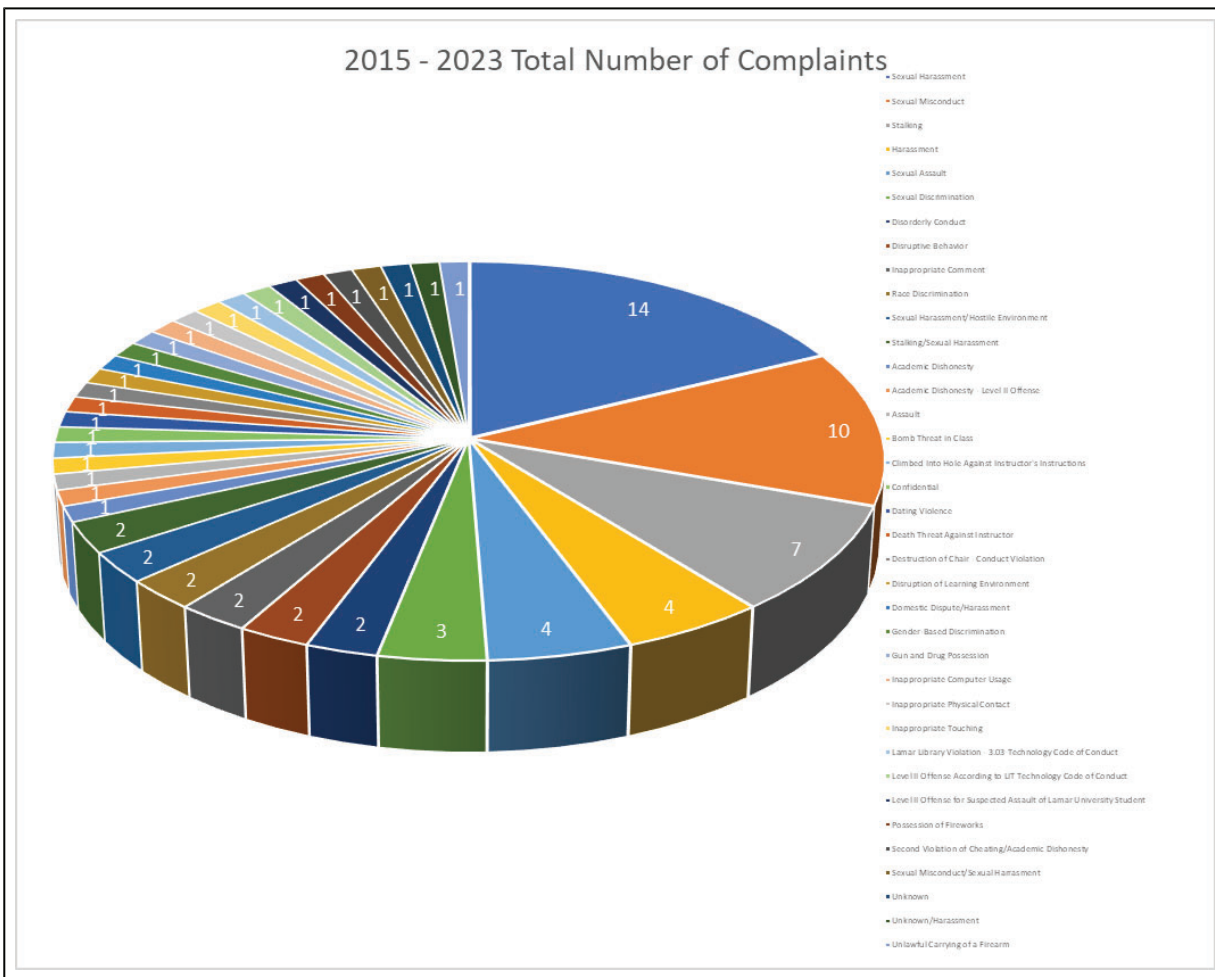


Figure 12.4-2 Complaint Log Analysis by Category (2015-2023)

12.5 The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. (*Student records*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data.

Information Security Program

As per *Texas Administrative Code*, Chapter 202, Subchapter C[1]; LIT has established an Information Security Program that provides direction for managing and protecting the confidentiality, integrity, and availability of LIT information technology resources. The program contains administrative, technical, and physical safeguards to protect student and LIT sensitive or confidential information. Furthermore, as per *Texas Administrative Code*, Chapter 202, Subchapter C, Rule 202.71[2], the program defines the roles and responsibilities related to information security, including that of a dedicated Information Security Officer (ISO) to oversee the program’s various components. At the college level, the LIT Policy and Procedure Manual provides additional information that is published to the LIT website for all campus and community entities.

Data Classification Policy

Lamar Institute of Technology Policy 7.5 “Information Asset Management”[3] provides a framework for applying the appropriate levels of protection to institutional data based upon proprietary, ethical,

operational, and privacy considerations. All information stored, processed, or transmitted using LIT's information systems must be identified and assigned the appropriate classification of Public, Sensitive, or Confidential. The policy identifies confidential data that all campus users must protect including, but not limited to, student grades, test scores, usernames, and ID numbers.

Privacy rights policies are published for the various audiences that may be impacted by or involved with the protection of student privacy and are intended to emphasize key FERPA-related information in an easily digestible manner.

Texas Administrative Code Title 19 "Education," Part I "Texas Higher Education Coordinating Board," Chapter 7 "Degree Granting Colleges and Universities Other Than Texas Public Institutions," Subchapter A "General Provisions," Rule 7.4 "Standards for Operation of Institutions," Subpart 19 "Academic Records"[4] and the Texas Education Code Title 2 "Public Education," Subtitle E "Students and Parents," Chapter 26 "Parental Rights and Responsibilities"[5] protect the rights of students and their parents with respect to student records and reports created, maintained, and used by LIT. These statutes ensure that students and their parents have the rights of access, challenge, and privacy with respect to such records and reports, and that rules will be available for the exercise of these rights. Texas Government Code Title 5 "Open Government; Ethics," Subtitle A "Open Government," Chapter 552 "Public Information," Subchapter A "General Provisions"[6] authorizes the College to redact portions of student and applicant records regarding confidentiality and applicable exemptions.

The Texas State University System Board of Regents ensure that Texas Codes and regulations are carried out. The legal obligations of the TSUS Board of Regents are defined by the State of Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 95. Administration of the Texas State University System, Subchapter B. Powers and Duties of the Board, Section 95.21 "General Responsibilities and Authority of the Board,"[7] gives authority to the Texas State University System (TSUS) Board of Regents (BOR) oversight of the TSUS and its' components. This is operationalized through The Texas State University System Rules and Regulations, Chapter 1, "Board of Regents," Section 2 "Authority," Subpart 2.1 "Extent of Authority,"[8] which states "The Texas Legislature, which is given the duty and authority to provide for the maintenance, support, and direction of The Texas State University System, has delegated to the Board of Regents the power and authority, in broad terms, to administer the System." The relationship between the College's CEO (president), the TSUS, and the TSUS Board of Regents is governed by TSUS policy. As outlined in The Texas State University System Rules and Regulations, Chapter IV, "President of the Components," Section 2 "Authority, Duties, and Responsibilities," Subsection 2.1 "Authority,"[9] the President shall be answerable to the Chancellor and shall have discretionary powers broad enough effectively to administer the Component within the policies and guidelines as set forth by the Chancellor and Board of Regents. The Texas State University System Rules and Regulations, Chapter IV, "President of the Components," Section 2 "Authority, Duties, and Responsibilities," Subsection 2.2 "Delegation of Authority,"[10] outline the primary duties of the president. Part 2.24 of Section 2.22 states that "[the president] shall interpret system policies to the faculty and staff."

The following LIT policies have been implemented to ensure the protection of student records:

Lamar Institute of Technology Policy 2.11 "Appropriate Use of Information Technology"[11] establishes policies and procedures for the appropriate use of information resources.

Lamar Institute of Technology Policy 2.19 "Security of Student Records"[12] states that "all Lamar Institute of Technology personnel must acknowledge that they understand and accept the responsibility of protecting the privacy of students."

Lamar Institute of Technology Policy 7.4 "Information Security Program," Part 1 "Policy Statements," 1.1[13] states that "Title 1, Part 10, Chapter 202, Texas Administrative Code, commonly known as TAC 202, requires the institution head of each Texas state agency and public institution of higher education to protect their institution's information resources by establishing an information security

program consistent with the TAC 202 standards. In compliance with TAC 202, this policy statement and its references reflect the policies, procedures, standards and guidelines comprising LIT's information security program."

Lamar Institute of Technology Policy 7.5 "Information Asset Management," Part 1 "Policy Statements" [14] states that "information that is sensitive or confidential must be protected from unauthorized access or modification. Data that is essential to critical university functions must be protected from loss, contamination, or destruction."

Lamar Institute of Technology Policy 7.6 "Account Management," Part 1 "Policy Statements," 1.1[15] states that "information resources residing at or administered by LIT are strategic and vital assets belonging to the people of Texas. Title 1, Part 10, Chapter 202, Texas Administrative Code, commonly known as TAC 202, requires LIT to appropriately manage access to these information resources."

Lamar Institute of Technology Policy 7.7 "Passwords and Other Authentication," Part 1 "Policy Statements," 1.2[16] states that "LIT shall afford an individual access to these resources in a manner consistent with the individual's institutional affiliations and roles. Individuals shall access these resources only as necessary to fulfill their institutional roles and always in compliance with established laws, regulations, policies, and controls."

To ensure that the College mirrors commonly accepted standards and practices among institutions of higher learning, LIT Policy 2.19 "Security of Student Records" adheres to the Texas Government Code, Chapter 441, Subchapter J "Preservation and Management of Local Government Records," Section 441.158 "Local Government Records Retention Schedules." [17] Lamar Institute of Technology publishes and disseminates information concerning student records to the campus community which are accessible in the LIT Catalog [18] and on the College's Website [19].

LIT employees given a computer account are required by Policy 7.4 "Information Security Program," Section 5 "Information Security Awareness" [20] to participate in information security awareness training within 45 days of account activation and then annually thereafter. Further, LIT employees given a computer account authorized to access student records agree to abide by LIT Policy 2.11 "Appropriate Use of Information Technology" [11]. Also, in accordance with the LIT Policy and Procedure Manual employees must participate in information security awareness training within 45 days of account activation and then annually thereafter. In addition, LIT uses simulated email fishing attacks to help employees spot phishing emails. Those who click on links or open attachments in the simulated phishing emails are automatically enrolled in email phishing specific training. Also, twice weekly information security current events emails are sent to all employees.

Additionally, employees receive training on FERPA basics [21], [22] which outlines their responsibilities regarding the use of information to which they may have access. Additional security training based on the role the individual has within the Institute is supplied by the individual's supervisor.

Through this required training, the College regularly ensures that faculty and staff understand the commitment to confidentiality, integrity, and security of student academic records and adhere to its policies and procedures. This is accomplished through:

- Employee Receipt of Information [23], signed during the employee intake process (employees attest to having read the attached policies)
- New Hire Orientation [24] (includes separate staff and faculty training)
- Annual Security Awareness Training [25]
- FERPA Training [21]
- Social Media Policy [26] and Guidelines [27]
- Media Guidelines [28]
- Network security awareness login prompt [29]
- Information security event emails [30]

Security

Lamar Institute of Technology Policy 7.4 "Information Security Program"[31] describes the program that protects the Institute's confidential information resources. The Program includes the roles and responsibilities of individuals and data classification requirements. Lamar Institute of Technology Policy 7.6 "Account Management"[32] describes security controls such as individual computer accounts, role-based access control, single sign-on, and multi-factor authentication that have been implemented to help protect the Institute's information resources.

Lamar Institute of Technology stores student records in both physical and electronic form that facilitate timely and accurate retrieval. Student records are stored in locations with stable and secure physical and/or electronic environments. Lamar Institute of Technology Policy 2.19 "Security of Student Records"[33] provide rules and regulations pertaining to the management of official student records. Examples of student records include academic grade records, official transcripts, disciplinary records, financial aid records, and student account records. This procedure provides guidance on physical security, electronic security, disaster plan student record storage and recovery, faculty and staff training, and destruction of student records.

The Student Services Division is responsible for processing student records and maintaining the security of the electronic student data base, as well as paper documents relevant to all students. Student records stored in file cabinets are access-restricted and locked until the records are verified and scanned into the password-protected imaging system. The College's Student Services Division serves as the central location for storing physical student records. The College regularly scans student records, which are maintained and stored on Xtender®.

Confidentiality

Lamar Institute of Technology fully complies with the Federal Family Educational Rights and Privacy Act (FERPA)[34] which governs the confidentiality of all student records, regardless of status (e.g., dual-enrolled students, collegiate high school). Student education records are defined as any record (e.g., in handwriting, print, tapes, film, electronic or other medium) maintained by the College. The Office of the Registrar maintains permanent educational records, which are securely housed at the Beaumont (main) Campus, for all students who have ever enrolled at the College.

There are no special circumstances that affect student records; all student records are maintained securely and safely in compliance with state and federal guidelines. Employees with access to student records are trained internally on the safety and security of student records. They are trained on their job functions that require use and access of the student records, the screens to be utilized within the SIS as well as security steps to take, and the maintenance of any physical student records.

As stated in LIT Policy 7.6 "Account Management," Section 3 "General," 3.2 "Identification and Authorization," Subsection 3.2.1[35] "The identity of authorized users shall be authenticated before access to LIT information resources is granted. To facilitate authentication, each authorized user will be assigned an account with a unique logon ID (e.g., UserID, Banner ID number)."

Examples of records directly related to students are shown in Table 12.5-1 "Student Records." These include: the type of record, location the record is kept, length of time the record is retained, individuals with allowed access to the record, security/protective measures applied, and a link to a redacted artifact.

Table 12.5-1 Student Records					
Record Type (Paper [P] or Digital [D])	Location Kept	Length Kept	Allowable Access	Security Measures Applied	Artifact
		Permanently			X[36]

Student Applications (P)(D)	All applications are maintained electronically in Xtender. LIT does not offer a paper application option.		Admissions Staff	The Registrar oversees access. Requests to access Xtender are submitted via a User Access Request form. https://app.lit.edu/forms/UserAccessRequest/NewRequest Transaction logs are backed up every two hours and full database backups are performed daily.	
Entrance Exam Scores	Banner Enterprise Resource Planning (ERP) System	Permanently	Admissions and Testing Staff	The Registrar oversees access. Requests to access Xtender are submitted via a User Access Request form. https://app.lit.edu/forms/UserAccessRequest/NewRequest	X[37]
Residency Information	Initial residency is submitted through the ApplyTexas application. If residency changes are requested, a paper residency questionnaire is submitted to Admissions.	Permanent	Admissions Staff	The Registrar oversees access. Requests to access Xtender are submitted via a User Access Request form. https://app.lit.edu/forms/UserAccessRequest/NewRequest	X[38]
Satisfactory Academic Progress (Financial Aid)	Banner ERP System	Permanent	Financial Aid Staff	The Financial Aid director oversees all access to Banner Financial Aid. Requests to access Xtender are submitted via a User Access Request form. https://app.lit.edu/forms/UserAccessRequest/NewRequest	X[39]

Required Student Certification Statements and Supporting Documentation	Banner ERP System	Permanent	Admissions, Records, and Financial Aid Staff	The Registrar and Financial Aid Director (depending on the request) oversee access. An application (Xtender) is used to scan documents and index for Banner access. Requests to access Xtender are submitted via a User Access Request form. https://app.lit.edu/forms/UserAccessRequest/NewRequest	X[40]
Documentation Used to Verify Applicant Data and Resolve Conflicting Information	Banner ERP System	Permanent	Admissions and Financial Aid Staff	The Registrar and Financial Aid Director (depending on the request) oversee access. An application (Xtender) is used to scan documents and index for Banner access. Requests to access Xtender are submitted via a User Access Request form. https://app.lit.edu/forms/UserAccessRequest/NewRequest	X[41]
Transcripts	All transcripts are maintained electronically in Banner All transcripts that are received are scanned into the student's record via WebXtender and then destroyed	Permanent	Records and Admissions, Faculty, Department Chairs, Admins, Student Services Staff also have access to transcripts.	The College registrar oversees all access to Banner Student. Requests to access Banner Student are submitted via a User Access Request form. https://app.lit.edu/forms/UserAccessRequest/NewRequest	X[42]
Student Grade Records	Banner ERP	Permanent	Records	The College registrar oversees all access to	X[43]

				Banner Student. Requests to access Banner Student are submitted via a User Access Request form. https://app.lit.edu/forms/UserAccessRequest/NewRequest	
Student Grievance Records	AVP Student Services	Permanent	AVP Student Services	As stated in Lamar Institute of Technology Policy 7.5 "Information Asset Management," Part 1 "Policy Statements" [44] "information that is sensitive or confidential must be protected from unauthorized access or modification. Data that is essential to critical university functions must be protected from loss, contamination, or destruction." Student complaint records are kept in a locked filing cabinet located in the Dean of Student Services Suite. The office is kept locked. The office is occupied and monitored during normal working hours.	X (Step One [45], Step Two [46], Step Three [47], Step Four [48], Step Five [49])
Student Disciplinary Records	AVP Student Services	Permanent	AVP Student Services	As stated in Lamar Institute of Technology Policy 7.5 "Information Asset Management," Part 1 "Policy Statements" [44] "information that is sensitive or confidential must be protected from unauthorized access or modification. Data that is essential to critical university functions must be	X (Step 1 [50], Step 2 [51])

				protected from loss, contamination, or destruction.”	
				Records are kept in a locked filing cabinet located in the AVP of student services office. The office is kept locked. The office is occupied and monitored during normal working hours.	

Integrity

Lamar Institute of Technology LIT Policy 7.6 “Account Management,” Section 3 “General,” 3.3 “Authorization and Access,” Subsection 3.3.1[52] states that “access shall not be granted to information resources without authorization from appropriate information owners. Authorization shall be based on mission/business functions and intended system use.” To protect the integrity of student academic records and to ensure that student records are not accessed or altered by unauthorized personnel, the following practices have been institutionalized:

- During the employee intake process, an individualized user profile (Form[53], Redacted Sample [54]) is developed and approved to determine who may access confidential and sensitive student information and/or the Banner ERP
- All requests to modify Banner access are submitted to IT for approval[55]
- Access to all records is limited based on specific job functions[56] and assigned duties
- The mandatory use of password controls for accessing applications including the ERP and learning management system
- The judicious use of encrypted emails (Example One[57], Example Two[58], Email Three[59]) when transmitting protected information
- Application of Social Security Number (SSN) masking

Data Protection and Backup

Digital student record data is stored in the *Banner ERP System* and Blackboard LMS. The Banner system is run and maintained for the Institute by Ellucian Application Hosting Services (AKA: Cloud Services). Ellucian is contractually obligated to provide disaster recovery and backup services for the applications and data they host for the Institute. Ellucian will maintain a disaster recovery plan for production environments within the Hosting Services cloud. Ellucian has a Recovery Time Objective (how long the application will be unavailable) of 24 hours and a Recovery Point Objective (window of time for lost data) of 2 hours. Ellucian is required to test its disaster recovery plan annually and will provide the Institute with the results of the latest test upon written request. Ellucian conducts regular backups of all data and configuration files required for availability of the hosted systems. Database backups are retained for three months while point-in-time backups of the applications are retained for one week.

Digital student record data stored in the cloud hosted Blackboard LMS features comprehensive redundant backups. Blackboard implements a backup strategy of performing daily backups and retains backup data for one month. Where possible, data is replicated to an offsite location. In the event of a disaster, Blackboard will use reasonable efforts to restore service.

Secured shared storage areas utilize highly resilient Microsoft 365 SharePoint and OneDrive technology. College data is automatically replicated to a second secure cloud storage location in a

geographically different data center, with automated failover to avoid interruption in service in the event of a disaster. Individual deleted files are available for recovery for 93 days and file versioning allows recovery of changed files. It is also possible to restore an entire file library (e.g., departmental share) for 30 days to recover from a significant event.

Third Parties

Lamar Institute of Technology also ensures that independent contractors or agents that have access to or maintain student records are governed by the same principles and policies as institutional employees. Information in that regard has been submitted through an Addendum to the Compliance Certification[60].

- 12.6** The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. (*Student debt*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.

The college offers a variety of programs and activities that provide information and guidance to students relating to financial management, especially managing debt. The provisions for managing student loans are addressed in 34 Code of Federal Regulations (CFR) Part 668 “Student Assistance General Provisions”[1] which establishes general rules that apply to student financial aid assistance programs as authorized by Title IV of the Higher Education Act of 1965[2], as amended. Furthermore, as cited in federal regulations 34 CFR 668.22(h) “Return of Unearned Aid Responsibility of the Student [3]” students are responsible for all unearned Title IV program assistance. Accordingly, students are obligated to return any Title IV overpayment due to funds unearned including Unsubsidized Federal Direct Stafford Loans, Subsidized Federal Direct Stafford Loans, and Federal Direct Plus loans in the same order that is required for LIT as cited in federal regulations 34 CFR 668.22(g).[4]”

Lamar Institute of Technology hosts a variety of programs and activities, both face-to-face and online, to inform and guide students regarding financial management, including student debt as show in Table 12.6-1 “Financial Aid Programs and Activities.” This table shows each program/activity, a description, intended audience, whether or not the program/activity is mandatory, the office responsible for providing information and guidance, and an artifact of such as face-to-face, by phone, text, and Zoom interactions.

Table 12.6.1 Financial Aid Programs and Activities					
Program /Activity	Description	Audience	Mandatory (Y/N)	Office(s) Responsible	Artifact
High School FAFSA Nights	An open forum involving a PowerPoint overview of the FAFSA process followed by a question and answer session	High School Students, Parents and Counselors	N	College Recruiter /Financial Aid Staff	X[5]
Entrance Counseling	Online tutorial provided at www.studentaid.gov. Electronic notification is provided to the school	First-time student loan borrowers	Y	Financial Aid Office	X[6]
Exit Counseling	Online tutorial provided at www.studentaid.	Student loan borrowers	Y	Financial Aid Office	

	gov. Electronic notification is provided to the school	who are leaving LIT			X[7]
Mainstay	Program used to communicate important information to students through text messages	All students	N	Financial Aid Office/Student Services	X[8] X[9]
Baldy Chatbot	A software application used to answer questions from our LIT website	All prospective students and anyone looking for information about LIT	N	Financial Aid /Student Services	X[10]
Return to Payment Outreach	Program through our 3 rd party contractor Inceptia to help our student borrowers navigate going into repayment from the COVID-19 payment pause	Our students loan borrowers	N	Financial Aid Office	X[11]
Grace Calling	Program through our 3 rd party contractor Inceptia to help our students who are graduating, reducing hours or leaving school navigate the loan repayment process.	Our students loan borrowers	N		X[12]
Posters and Business Cards	Marketing Material we use that are provided by our 3 rd party contractor Inceptia to help students find answers to their loan questions.	Our students loan borrowers	N	Financial Aid Office	X[13]

Section 13 Financial and Physical Resources

13.1 The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services. *(Financial resources)*[CR]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) has sound financial resources and a demonstrated, stable financial base to support the mission[1] of the institution and the scope of its programs and services. LIT is a member of the Texas State University System (TSUS) "under the management and control of the Board of Regents, Texas State University System" as specified in the *Texas Education Code*, Chapter 96.703[2]. LIT is, therefore, compliant with Standard 13.1.

Institutional Audit

In order to provide evidence of the stability of the institution, LIT had a financial statement review[3] and a program specific audit[4] of the Schedule of Federal Awards for the Student Financial Assistance Cluster (Title IV) for the period ended August 31, 2023. For the financial statement review, the Independent Accountants' Review Report[5] stated that "based on our review, we are not aware of any material modifications that should be made to the accompanying financial statements in order for them to be in accordance with accounting principles generally accepted in the United States of America." In essence, LIT received a "clean" opinion. For the program specific audit of the schedule of expenditures of federal awards - Student Financial Assistance Cluster, LIT received an unmodified opinion[6] on the schedule of expenditures of federal awards and compliance exhibiting LIT's commitment to financial aid federal guidelines.

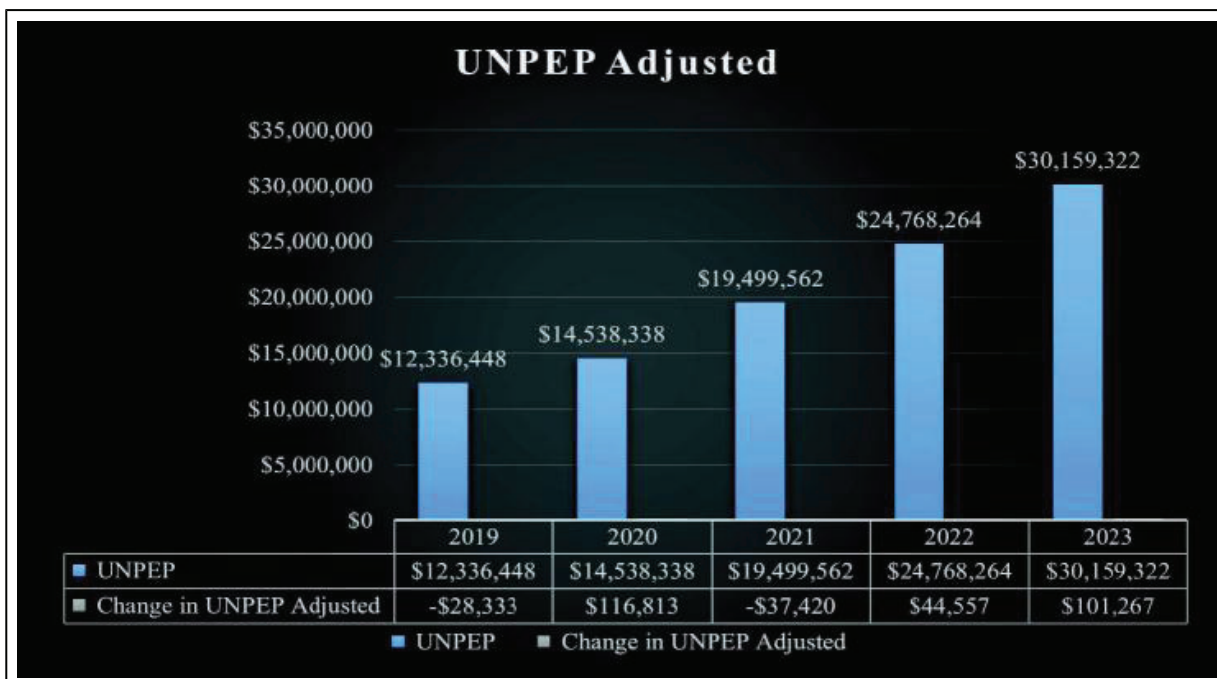
Lamar Institute of Technology is a two-year general academic institution and, like all public higher education institutions in Texas (not including community colleges), is considered part of the reporting entity of the State of Texas. Both the financial portion of the statewide Single Audit and the Federal compliance portion of the statewide Single Audit required by Uniform Guidance and Texas Government Code[7] include Lamar Institute of Technology. The years ending August 31, 2021[8] and 2022[9] have been provided. The statewide single audit for 2023 is not available. However, LIT's program specific audit for 2023[4] provides adequate evidence for the Student Financial Assistance Cluster as previously mentioned. In addition to the annual State of Texas Statewide Audit, LIT also has an internal audit function through TSUS [10]that reports directly to the Board of Regents. The system-wide internal audit function is coordinated through the System Chief Audit Executive, who reports directly to the Finance and Audit Committee of the TSUS Board of Regents. The mission of the Office of Internal Audit includes the following:

- Providing the Board of Regents, Chancellor, Texas State University System executives, and component management with independent, objective evaluations regarding enterprise-wide risk management activities, internal controls, compliance, and governance processes.
- Enhancing, system-wide, overall awareness of the importance of risk assessment, control, compliance, and governance processes.
- Protecting organizational value by providing risk-based and objective assurance, advice, and insight.
- Ensuring that the system-wide internal audit function complies with the Institute of Internal Auditors' "International Standards for the Professional Practice of Internal Auditing" and the Texas Internal Auditing Act.
- The Systemwide Compliance Program is conducted under the auspices of the audit function and is designed to promote and encourage, through objective assessments and other activities, behavior and compliance with applicable policies, laws, and rules governing higher education.

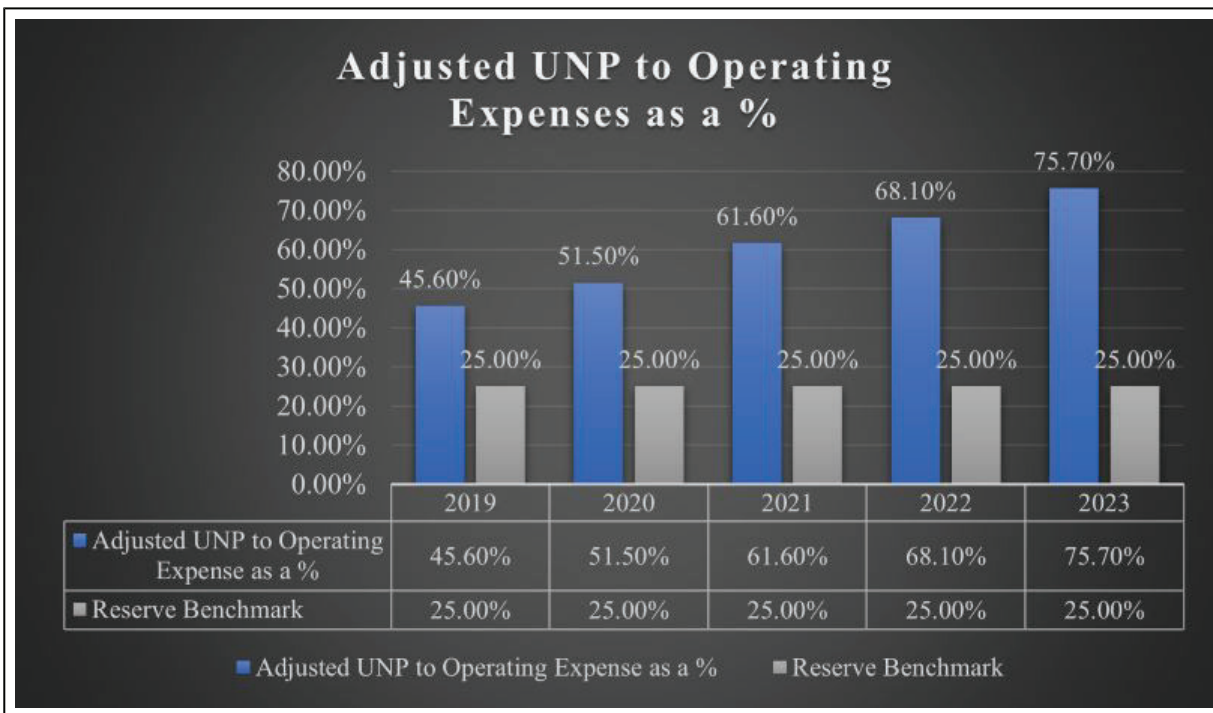
Financial Position and Reporting

The Executive Vice President for Finance and Operations/Business Services, the Chief Financial Officer, has designated LIT's Director of Finance as the financial reporting officer who is responsible for the integrity of the Annual Financial Report (AFR) and for the establishment of effective internal controls for its preparation. LIT's AFRs for fiscal years 2019[11], 2020[12], 2021[13], 2022[14], and 2023[3] have been prepared in accordance with Governmental Accounting Standards Board requirements and in accordance with LIT policy[15], TSUS policies, Section III 6.72[16] on AFR preparation, and with the Texas State Comptroller of Public Accounts' Reporting Requirements[17] for Annual Financial Reports of State Agencies and Universities. The AFR is submitted annually to the TSUS Office and is included in the combined TSUS AFR. LIT is a component institution of TSUS. That report is then submitted to the Comptroller of the State of Texas and is included in the Annual Comprehensive Financial Report (ACFR) for the State of Texas. TSUS is listed as a major enterprise fund in the ACFR[18]. The annual report is also submitted to various other State agencies according to submission deadlines by the Comptroller[19]. LIT has provided a reviewed Financial Statement[3] as of August 31, 2023 with a "clean" opinion.

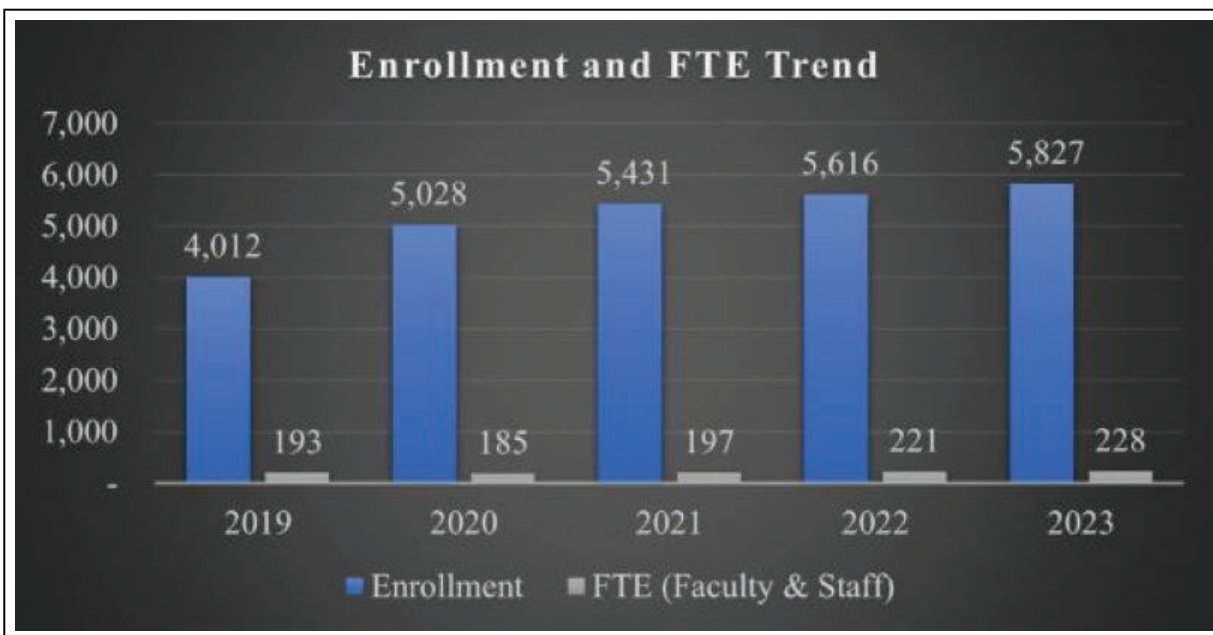
The financial history of LIT displays financial stability through the analysis of Unrestricted Net Position Exclusive of Plant (UNPEP), Adjusted and the Change in UNPEP[20] as presented in the Management's Discussion and Analysis of the reviewed AFR. Unrestricted net position exclusive of plant includes adjustments to determine operational resources available to carry out institutional goals. Typically, adjustments include compensated absences (current and non-current), OPEB liabilities, and pension liabilities. LIT only had to add compensated absences, current and noncurrent, in order to arrive at the adjusted UNPEP. As indicated by the favorable pattern from 2019 to 2023, LIT has adequate resources amounting to \$30,159,322 at August 31, 2023. As presented in the Management's Discussion and Analysis of the reviewed AFR for 2023, UNPEP Adjusted has increased from \$12.3 million in 2019 to \$30.2 million in 2023. The Change in UNPEP Adjusted has been minimal from (\$28,333) in 2019 to \$101,267 in 2023. Additionally, this analysis shows that LIT is investing in the operations of an expanding college.



Furthermore, UNPEP Adjusted as compared to operating expenses[20] as presented in Management's Discussion and Analysis of the reviewed AFR continues to climb from 45.60% in 2019 to 75.70% in 2023 as revealed in the graph thereby demonstrating an increasingly stable base to carry out the mission of LIT.



In addition, as indicated by the enrollment trend[21], LIT's enrollment base has been stable over the five-year period. In spite of COVID-19, enrollment has remained in a steady upward climb. The trend in full time equivalents (FTE[21]) for faculty and staff has also been stable over the five-year period. Overall, as presented by the increase in net position, as well as the graph below, LIT's measures have demonstrated financial responsibility, including soundness and stability.



Annual Budget

A more detailed description of LIT's annual budget process is described in Standard 13.2; however, a brief overview of the budget process is provided here since it contributes to the accumulation of a stable, financial base to support the mission of LIT[1] and the scope of its programs and services.

Legislative Appropriation Process - Educational & General

The Texas State Legislature meets in regular session every other year. The first legislative bill introduced each regular session is the appropriation bill for the next biennium for all State of Texas agencies. Detailed instructions for developing the biennium legislative request are received from the Texas Legislative Budget Board (LBB). A copy of the letter[22] received in 2023 pertaining to biennium fiscal year 2024 and fiscal year 2025 is provided for review. The legislative request contains formula-driven appropriations based on a variety of inputs (e.g., contact hours [CH], headcount, square footage, appraisal values) for "Instruction and Operations" and "Infrastructure" (physical plant, grounds, custodial and purchased utilities). Non-formula and Non-Formula Support appropriations are also requested utilizing the LBB instructions. The instructions for the current biennium (fiscal year 2024 and fiscal year 2025)[23] are included for review.

Copies of four biennium summary Legislative Appropriation Requests for fiscal years 2018- 2019[24], 2020-2021[25], 2022-2023[26], and 2024-2025[27] are provided.

Preparation of the Budget

The budget is prepared with inputs from each departmental director who has budget responsibility, the Executive Vice President for Finance and Operations/Business Services (Chief Financial Officer), Director of Finance, and the Provost/Vice President for Instruction and is consistent with the LIT Mission,[1] Master Plan[28], Strategic Plan[29], and TSUS Board of Regents guidelines[30]. The LIT Budget Procedures and Guidelines[31] hold preparers and users to high financial responsibility to ensure financial stability and good stewardship of public funds.

The budget draft is presented to the LIT President and subsequently to the TSUS Board of Regents for approval prior to the beginning of the fiscal year. Included are LIT Budgets for fiscal years 2019[32], 2020[33], 2021[34], 2022[35], and 2023[36]. Annually, the TSUS Board of Regents receives a Budget Summary when the budget for the upcoming year is submitted for approval. The summaries are included in the published budget already provided but with the emphasis on the tables and variance explanations. These summaries demonstrate that LIT is financially stable and provides good stewardship of all funds. Attached you will find fiscal summaries submitted to the Board for 2022[37] and 2023[38].

Bond Rating

The TSUS bond rating is another indicator of financial stability at LIT. The current rating is AA (Fitch) and Aa2 (Moody's). LIT bonds are issued through TSUS and held in the name of the System. However, LIT is responsible for principal and interest payments through transfers to the System, where payments are disbursed. These payments are made from a combination of funds appropriated by the Texas State Legislature and from funds held on campus that are collected in student fees. The bonded indebtedness by TSUS for LIT as of August 31, 2023, amounted to \$8,622,750 and is made up of:

Tuition Revenue Bonds (TRB)			
Technical Arts Building			
Student Services Learning Support Center			
Workforce and Allied Health Center			

Educational Expansion and Campus Growth

Due to the stability of financial resources at LIT and the community, the campus has been able to support expansion of educational programs and campus infrastructure, to include the addition and expansion of numerous campus buildings. The College's efforts to grow and improve the campus and facilities are illustrated in its current growth- oriented projects as detailed below:

1. **Workforce and Allied Health Training Center.** The \$37.4 million dollar building is pursuant to the updated master plan[28]. LIT plans to build a 52,000 square foot Workforce and Allied Health Training Center for both credit and non-credit students. This will be a three-story building with an embedded high-bay instructional space. The first floor will hold the workforce instructional spaces, simulation environments, and task training rooms. The second floor will house allied health, contain skills' labs, pharmacy technician labs, and a main testing room. The third floor will contain the pharmacy lab, classrooms, and staff offices.
2. **Advanced Technology Center.** The \$6.7 million dollar project consists of the renovation of an existing 5,000 square foot warehouse building and a 10,000 square foot addition to create the Advanced Technology Center. The state-of-the-art center will aid in providing technical programs such as mechatronics, electrical, civil, mechanical, and plumbing. The completed center will provide innovative learning spaces to include lecture classrooms, technical labs, multi-purposed industrial training spaces, and a high bay area lab that mimics industry environments.
3. **Trahan Center.** In October 2022, LIT purchased property to expand the Truck Driving Academy. The 7.76-acre property at 1025 Woodrow is now home to a Driving course for students enrolled for both truck driving and the police academy. In addition, the property has buildings that are ready for renovation for continued growth of the LIT footprint in Beaumont.

Conclusion

In conclusion, LIT has provided evidence that the institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.

13.2 The member institution provides the following financial statements:

- a. **an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide.**
- b. **a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.**
- c. **an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.**

(Financial documents) [CR]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) is compliant with Section 13.2 since the statements to follow have been provided and other specified documentation.

a) A *Standard Review Report*[1] issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate *Standard Review Report* guide.

b) A statement of financial position[2] of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the amount attributed to operations for the most recent year. Since official "statements" can only be prescribed by GASB, then see the excerpt from the externally reviewed Statement of Financial Position with the focus on unrestricted net assets. In addition, as

detailed in the narratives below, the presentation of UNPEP, UNPEP Adjusted and the change in UNPEP are included in the MD&A of the externally reviewed financial statements.

c) An annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. LIT is a member of the Texas State University System (TSUS) who shall "make other rules and regulations for the operation, control and management" of LIT as specified in the *Texas Education Code*, Chapter 96.703[3].

Institutional Audit

The fiscal year 2023 attestation requirement is fulfilled by a *Standard Review Report*[1] performed by an external audit firm. LIT also has a TSUS audits and analysis[4] function that reports directly to the Board of Regents and is described in detail in Standard 13.3. The Finance and Audit Committee of the Board of Regents oversees this function as stated in TSUS Policy Section III[5].

Financial Position and Reporting

The Executive Vice President for Finance and Operations/Business Services (Chief Financial Officer) has designated the College's Director of Finance as the financial reporting officer who is responsible for the integrity of the Annual Financial Report (AFR) and for the establishment of effective internal controls for its preparation. LIT's AFRs for fiscal years 2020[6], 2021[7], 2022[8], and 2023[1] have been prepared in accordance with Governmental Accounting Standards Board requirements and in accordance with LIT policy[9], TSUS Policy Section III 6.72[10] on AFR preparation, and with the Texas State Comptroller of Public Accounts' Reporting Requirements for Annual Financial Reports of State Agencies and Universities[11]. The AFR is submitted annually to the TSUS Office and is included in the combined TSUS AFR. That report is then submitted to the Comptroller of the State of Texas and is included in the Annual Consolidated Financial Report (ACFR[12]) for the State of Texas. LIT has provided a financial statement analysis[13] as of August 31, 2023 in the Management Discussion and Analysis in the reviewed AFR.

The financial history of LIT displays financial stability through the analysis of Unrestricted Net Position Exclusive of Plant (UNPEP), Adjusted and the Change in UNPEP[14]. Unrestricted net position exclusive of plant includes adjustments to determine operational resources available to carry out institutional goals. Typically, adjustments include compensated absences (current and non-current), OPEB liabilities, and pension liabilities. LIT only had to add compensated absences, current and noncurrent, in order to arrive at the adjusted UNPEP. As indicated by the favorable pattern from 2019 to 2023[14], LIT has adequate resources amounting to \$30,159,322 at August 31, 2023. As presented in the Management's Discussion and Analysis of the reviewed AFR for 2023, UNPEP Adjusted[14] has increased from \$12.3 million in 2019 to \$30.2 million in 2023. The Change in UNPEP Adjusted[14] has been minimal from (\$28,333) in 2019 to \$101,267 in 2023. Additionally, this analysis shows that LIT is investing in the operations of an expanding college.

Annual Budget

Legislative Appropriation Process - Educational & General

The Texas State Legislature meets in regular session every other year. The legislative session begins the second week of January in odd numbered years (i.e. 2021, 2023, 2025, etc.). The next regular session will begin the second week of January 2025.

The first legislative bill introduced each regular session is the appropriation bill for the next biennium for all State of Texas agencies. "Higher Education in Texas" is Article III of the proposed appropriation bill. The next session will consider legislative appropriations for fiscal years 2026 and 2027. The fiscal year for Texas State Agencies begins September 1 and ends August 31 of each year (e.g., fiscal year 2023 begins 9/01/22 and ends 8/31/2023). The appropriation process begins each July immediately preceding a legislative session.

Detailed instructions for developing the biennium legislative request are received from the Texas Legislative Budget Board (LBB). A copy of the letter[15] received pertaining to biennium fiscal year 2024 and fiscal year 2025 is provided for review. The legislative request contains formula-driven appropriations based on a variety of inputs (e.g., contact hours [CH], head count, square footage, appraisal values) for "Instruction and Operations" and "Infrastructure" (physical plant, grounds, custodial and purchased utilities). Non- Formula and Non-Formula Support appropriations are also requested utilizing the LBB instructions. The instructions for the current biennium (fiscal year 2024 and fiscal year 2025) asked for only non-formula and special item requests. The formula items are determined by the LBB following instructions[16] from the Lieutenant Governor and Speaker of The House. A summary of the LIT 2024-2025[17] Biennium Request is provided for review.

During the legislative session (January through May), LIT representatives are asked to appear before the Senate Finance Committee, the Higher Education Appropriations Committee, and the Higher Education Sub-Committee of the House Appropriations Committee. During these meetings, questions from committee members are answered, and LIT's President presents comments regarding the fiscal needs of LIT for the next two-year biennium. Generally, in late March or early April, two appropriation bills, one Senate version and one House version, are presented. This then creates the need for a conference committee of Senate and House members. The conference committee reviews and determines the final appropriation draft sent to both legislative houses. Generally, on the last night of the legislative session, an appropriation bill is passed. It is then forwarded to the Governor for consideration, and a final bill is signed into law by the Governor. Copies of three biennium Legislative Appropriation Requests for fiscal years 2020-2021[18], 2022- 2023[19], and 2024-2025[20] are provided.

Categories of Legislative Appropriations - Educational and General

The broad categories of the appropriation for LIT for FY 2024-2025 are as follows:

1. Goal A: Instruction/Operations
2. Goal B: Infrastructure Support
3. Goal C: Non-Formula Support
 - Workforce Training and Education Expansion
 - Associate Arts Degree
 - Professional Truck Driving Academy
 - Institutional Enhancement

Posting of Appropriations

The Office of the State of Texas Comptroller posts the appropriations passed by legislature in a timely manner. Funds are available for utilization by the Agency on the first day of September of each year. The posting of appropriations are receivables for LIT, and this posting is recorded in a timely manner by the Texas Comptroller. The posting of appropriations provides the funds for the operational "bottom line" for LIT's educational budget. LIT's biennial appropriations for fiscal years 2018-2019[21], 2020-2021[22], 2022-2023[23], and 2024-2025[24], are provided.

Capital Appropriations - Higher Education Fund (HEF)

The Higher Education Fund (HEF) is authorized in the Texas Constitution, Article VII, Section 17. The HEF provides funding for institutions of higher education that are ineligible for Available University Fund Support. HEF appropriations are used for acquiring land, constructing and equipping buildings, major repair of buildings, acquisition of capital equipment, refunding bonds or issued notes, and other permanent improvements for eligible institutions.

LIT received \$2,553,130 for fiscal year 2023 in HEF funding to be utilized in accordance with HEF guidelines.

All debt of LIT is held by the TSUS. The bonded indebtedness by TSUS for LIT as of August 31, 2023, amounted to \$8,622,750 and is made up of:

Tuition Revenue Bonds (TRB)			
Technical Arts Building			
Student Services Learning Support Center			
Workforce and Allied Health Center			

Total Revenue and Percentage of Revenue Provided By State of Texas Appropriation

The sources of revenue for LIT's fiscal budget year 2024 are as follows:

			% of Total
Educational and General Funds			
State Appropriations	\$	32,615,611.00	77.53%
Tuition and Fees		3,909,043.00	9.29%
Total Appropriated Funds		36,524,654.00	86.82%
Designated Funds		4,995,922.00	11.88%
Auxiliary Funds		546,593.00	1.30%
Total Estimated Revenues	\$	42,067,169.00	100.00%

The percentage of funding through legislative appropriations has increased starting with the 86th Legislative Session. Fifty-five percent of our funding came from State Appropriations in FY 2019 as compared to 78% in FY 2023. The Lamar State Colleges, the only two-year colleges serving the Southeast Texas community, relied exclusively on state appropriations and tuition and fees to fund its operations, unlike other two-year colleges in Texas who are provided additional taxpayer support through ad valorem taxes.

Budget Preparation

When the state appropriation process is finalized, the preparation of the LIT budget begins. The Executive Vice President for Finance and Operations/Business Services (Chief Financial Officer) and Director of Finance are responsible for the preparation of the budget. The Executive Vice President and Director of Finance meet with each budget manager during a two-day budget hearing process for a formal budget presentation of new requests for the next fiscal year. The aforementioned budget requests are compiled into a comprehensive document, and an estimate of available resources is prepared. Considerations in the budget process include appropriations from the Texas Legislature and anticipated revenue from tuition, fees, and auxiliary enterprises. Expense budgets are established not to exceed the anticipated revenues. The Executive Committee that functions as LIT's budget committee considers all requests during the hearing process. See the attached budget hearing schedule[25] from the hearing conducted in 2023 for the FY 2024 budget.

The budget draft is presented to the LIT President and subsequently to the TSUS Board of Regents for approval prior to the beginning of the fiscal year. Included are LIT Budgets for fiscal years 2019[26], 2020[27], 2021[28], 2022[29], and 2023[30]. Annually, the TSUS Board of Regents receives a Budget Summary when the budget for the upcoming year is submitted for approval. The summaries are

included in the published budget already provided but with the emphasis on the tables and variance explanations. These summaries demonstrate that LIT is financially stable and provides good stewardship of all funds. Attached you will find fiscal summaries submitted to the Board for 2022 [31] and 2023[32].

The budget is prepared with inputs from each departmental director who has budget responsibility, the Executive Director for Finance and Operations/Business Services (Chief Financial Officer), the Director of Finance, and the Provost/Vice President for Instruction and is consistent with the LIT Mission[33], Master Plan[34], Strategic Plan[35], and TSUS Board of Regents guidelines[36]. The LIT Budget Procedures and Guidelines[37] hold preparers and users to high financial responsibility to ensure financial stability and good stewardship of public funds.

13.3 The institution manages its financial resources in a responsible manner. (*Financial responsibility*)

Compliance Status: Compliant

Narrative

LIT is a member of the Texas State University System as specified in the *Texas Education Code*, Chapter 96.703[1]. LIT is a "lower-division institution of higher education." "The primary purpose of the institute is to teach vocational courses and related supporting courses." It is under the management and control of the Board of Regents, Texas State University System" as specified in the *Texas Education Code*, Chapter 96.701[2].

LIT manages its financial resources in a responsible manner. One of the strongest indicators of LIT's financial responsibility is its historical, audit track record. LIT had a financial statement review[3] and a program specific audit[4] of the Schedule of Federal Awards for the Student Financial Assistance Cluster (Title IV) for the period ended August 31, 2023. For the financial statement review, the Independent Accountants' Review Report[5] stated that "based on our review, we are not aware of any material modifications that should be made to the accompanying financial statements in order for them to be in accordance with accounting principles generally accepted in the United States of America." In essence, LIT received a "clean" opinion. For the program specific audit of the schedule of expenditures of federal awards - Student Financial Assistance Cluster, LIT received an unmodified opinion[6] on the schedule of expenditures of federal awards and compliance exhibiting LIT's commitment to financial aid federal guidelines.

Lamar Institute of Technology is a two-year general academic institution and, like all public higher education institutions in Texas (not including community colleges), is considered part of the reporting entity of the State of Texas. Both the financial portion of the statewide Single Audit and the Federal compliance portion of the statewide Single Audit required by Uniform Guidance and Texas statute include Lamar Institute of Technology. The years ending August 31, 2021[7] and 2022[8] have been provided. The statewide single audit for 2023 is not available. However, LIT's program specific audit for 2023[4] provides adequate evidence for the Student Financial Assistance Cluster as previously mentioned.

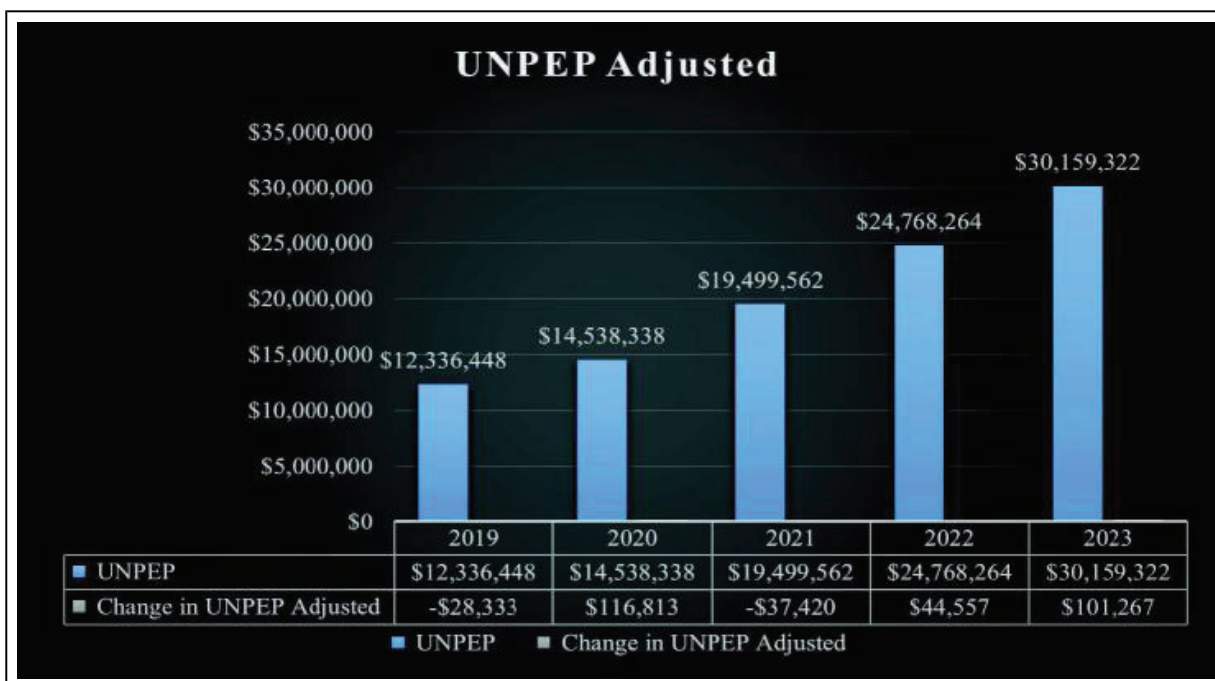
LIT is also included in the State of Texas Annual Consolidated Financial (ACFR) for years 2020[9], 2021[10], and 2022[11],[12] which is a set of financial statements for a state, municipality, or other governmental entity that comply with the accounting requirements established by the Governmental Accounting Standards Board (GASB). LIT is a component institution of the Texas State University System (TSUS). The Annual Financial Report (AFR) of LIT is submitted annually to the TSUS Office and is included in the combined TSUS AFR. That report is then submitted to the Comptroller of the State of Texas and is included in the Annual Comprehensive Financial Report (ACFR) for the State of Texas. TSUS is listed as a major enterprise fund in the ACFR (2020[13], 2021[14], 2022[12]).

In addition to the annual State of Texas Statewide Audit, LIT also has an internal audit function through TSUS[15] that reports directly to the Board of Regents. The system-wide internal audit function is coordinated through the System Chief Audit Executive, who reports directly to the Finance

and Audit Committee of the TSUS Board of Regents. The mission of the Office of Internal Audit includes the following:

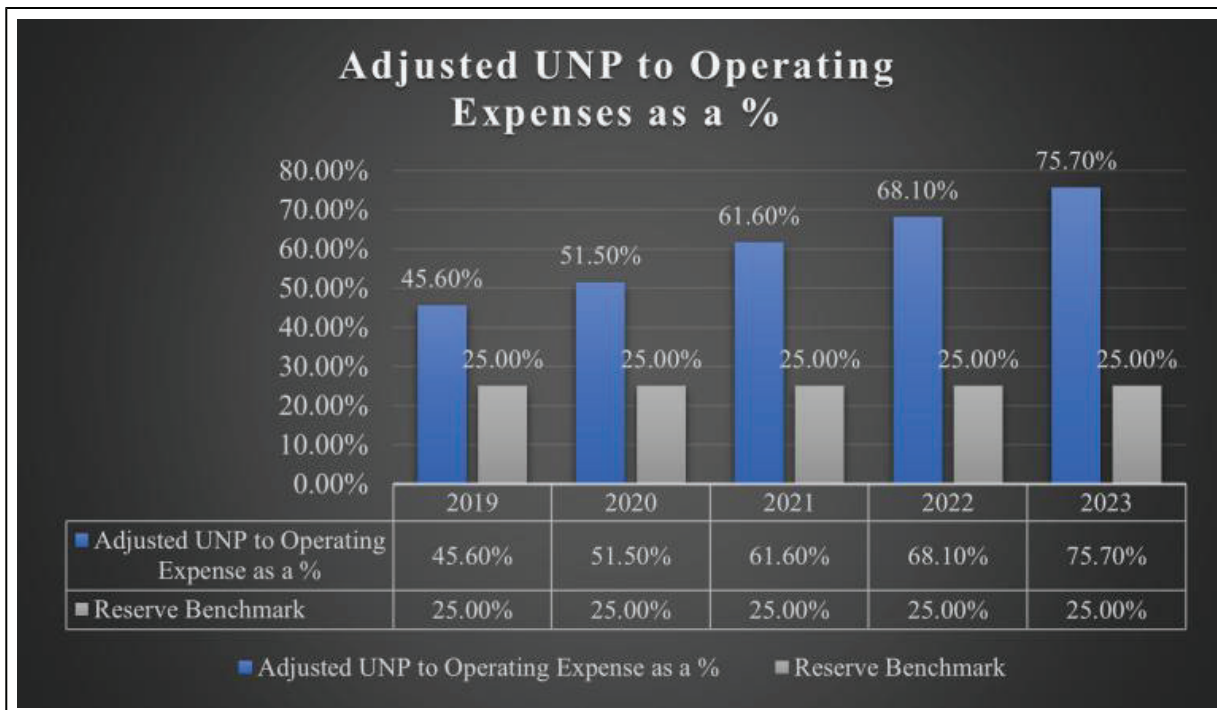
- Providing the Board of Regents, Chancellor, Texas State University System executives, and component management with independent, objective evaluations regarding enterprise-wide risk management activities, internal controls, compliance, and governance processes.
- Enhancing, system-wide, overall awareness of the importance of risk assessment, control, compliance, and governance processes.
- Protecting organizational value by providing risk-based and objective assurance, advice, and insight.
- Ensuring that the system-wide internal audit function complies with the Institute of Internal Auditors' "International Standards for the Professional Practice of Internal Auditing" and the Texas Internal Auditing Act.
- The Systemwide Compliance Program is conducted under the auspices of the audit function and is designed to promote and encourage, through objective assessments and other activities, behavior and compliance with applicable policies, laws, and rules governing higher education.

The financial history of LIT displays financial stability and responsibility through the analysis of Unrestricted Net Position Exclusive of Plant (UNPEP), Adjusted and the Change in UNPEP[16] as presented in the Management's Discussion and Analysis of the reviewed AFR. Unrestricted net position exclusive of plant includes adjustments to determine operational resources available to carry out institutional goals. Typically, adjustments include compensated absences (current and non-current), OPEB liabilities, and pension liabilities. LIT only had to add compensated absences current and noncurrent in order to arrive at the adjusted UNPEP. As indicated by the favorable pattern from 2019 to 2023, LIT has adequate resources amounting to \$30,159,322 at August 31, 2023. As presented in the Management's Discussion and Analysis of the reviewed AFR for 2023, UNPEP Adjusted has increased from \$12.3 million in 2019 to \$30.2 million in 2023. The Change in UNPEP Adjusted has been minimal from (\$28,333) in 2019 to \$101,267 in 2023. Additionally, this analysis shows that LIT is investing in the operations of an expanding college in a responsible manner to carry out its mission.



Furthermore, Unrestricted Net Position Exclusive of Plant (UNPEP), Adjusted to Operating Expenses [16] as presented in Management's Discussion and Analysis of the reviewed AFR indicates a positive trend from 2019 to 2023. LIT's adjusted UNPEP as a percentage of operating expenses has continued

to increase. From 45.60% in 2019 to 75.70% in 2023, it is well above the industry benchmark of 25% thereby demonstrating an increasingly stable base and financial responsibility. Resource management including sustainability continues to be apparent in the financial trends.



The Annual Budget documents for FY 2020[17], FY 2021[18], FY 2022[19], and FY 2023[20] further demonstrate LIT’s financial responsibility and proper management of resources. As detailed in Section 13.2, the budget process includes sound planning and is subject to sound fiscal procedures. Revenues and expenditures were increasing annually through 2023 along with the student population and faculty. Tuition and fee collections declined in 2020 due to rate reductions in tuition and fees of 29% due to parity funding provided by the 86th Legislative Session. Despite COVID-19, student enrollment remained strong and even showed an increase[21] each year. The trend in full time equivalents (FTE) for faculty and staff has also been stable over the five-year period[21]. Table 13.3-1 below shows the changes in tuition per semester credit hour (SCH) charged from FY 2019 through FY 2023. Table 13.3-2 presents the changes in student headcount and faculty full-time equivalent (FTE) for the same period. Table 13.3-3 demonstrates the legislative appropriations for the most recent five years, thereby further depicting that revenue streams are stable and consistent over time with the direct correlation with the increases in headcount[21].

Table 13.3-1 Four-year Tuition Rate History for Students			
Fiscal Year	Statutory Tuition per SCH	Designated Tuition per SCH	Total Tuition per SCH
2019	50.00	89.75	139.72
2020	50.00	45.00	95.00
2021	50.00	45.00	95.00
2022	50.00	45.00	95.00
2023	50.00	45.00	95.00

Table 13.3-2 Four-year History of Fall Semester Student Headcount and Faculty FTE		
Fiscal Year	Student Headcount	Faculty FTE

2019	4011	171
2020	4402	182
2021	4470	186
2022	4788	196
2023	5261	198

Table 13.3-3 Total State Support					
Fiscal Year	Legislative Revenue (GR)	Additional Appropriations (GR)	Capital Appropriations	State Grants & Contracts	Total State Support
2019	9,686,743.00	2,562,028.85	2,580,521.00	313,008.80	15,142,301.65
2020	14,297,451.00	2,920,058.60	2,580,521.00	499,005.20	20,297,035.80
2021	14,282,770.00	2,988,899.32	2,553,130.00	698,383.00	20,523,182.32
2022	19,135,768.00	3,205,505.19	2,553,130.00	801,451.69	25,695,854.88
2023	22,806,738.00	3,363,777.00	2,553,130.00	681,012.00	29,404,657.00

Although bonds are sold by the Texas State University System (TSUS) Board of Regents and held in the system's name, LIT is responsible for the annual payment of that principal and interest. The current bond rating for the TSUS Board of Regents is AA (Fitch) and Aa2+ (Moody's). The TSUS Board of Regents is careful to be sure that the College is financially capable of making those payments prior to allowing the issuance of the bonds. Although LIT's debt is reported at the system level and not on the financial statements of LIT, LIT maintains a positive debt service ratio when the debt is included. The trend is progressing upward. Debt service ratio represents the ability to meet annual interest and principal payments on debt. Note that a portion of the debt represents Tuition Revenue Bonds historically funded by the Texas Legislature through General Revenue Appropriations. Table 13.3-4 depicts LIT's debt service ratio.

Table 13.3-4 Debt Service Ratio	
Fiscal Year	Debt Service Ratio
2020	0.48
2021	0.56
2022	0.90
2023	1.55

LIT follows the depository policy[22] and investment policy[23] of TSUS. LIT holds a diversified investment portfolio including bank deposits in Wells Fargo and investment funds in TexPool. The Executive Vice President for Finance and Operations/Business Services (Chief Financial Officer) is the Investment Officer for LIT. The Director of Finance monitors all investment accounts and maintains adequate liquidity. The Quarterly Investment Report for LIT is part of the TSUS Consolidated Quarterly Investment Report. As of August 31, 2023 in the reviewed AFR, the balance of LIT's unrestricted cash and cash equivalents was \$14,902,440.87[24]. These balances further demonstrate the management of resources in a responsible manner as well as cash liquidity [25]by LIT.

Finally, financial responsibility is demonstrated by the fact that there are no lawsuits or other conditions pending which would adversely impact the financial stability, operating outcomes, and cash flow [26]of the institution.

Conclusion

In conclusion, LIT has provided evidence that the institution manages its financial resources in a responsible manner.

13.4 The institution exercises appropriate control over all its financial resources. *(Control of finances)*

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) is compliant with Standard 13.4 in that LIT exercises appropriate control over all its financial resources. The Executive Vice President (EVP) for Finance and Operations /Business Services is the Chief Financial Officer and has the primary responsibility for maintaining control over the College's financial resources (Executive Vice President of Finance & Operations /Business Services Job Description[1], Executive Vice President of Finance & Operations/Business Services Resume[2]). The EVP along with the related teams establish policies, communicate policies, and monitor adherence to such policies, thereby ensuring appropriate management and control of all financial resources. The Organizational Chart[3] for the Division of Finance and Operations/Business Services provides a high level overview of the College's structure and personnel who are delegated to manage the institution's resources.

The EVP supervises the following departments, which share the responsibility for monitoring controls in their areas. The following areas are overseen directly by the EVP: Business Services (Vice President of Business Services Job Description[4], Vice President of Business Services Resume[5]), Accounting and Finance (Assistant Vice President of Finance & Operations/Business Services Job Description[6], (Assistant Vice President of Finance & Operations/Business Services Resume[7]), Director of Finance Job Description[8], Director of Finance Resume[9]), Information Technology Services (Associate Vice President of Information Technology Job Description[10], Associate Vice President of Information Technology Resume[11]), Information Security Services (Chief Information Security Officer Job Description[12], Chief Information Security Officer Resume[13]), Procurement Services (Executive Director of Procurement Services Job Description[14], Executive Director of Procurement Services Resume[15]), (Director of Purchasing and Contracts Job Description[16], Director of Purchasing and Contracts Resume[17]), Facilities Services (Director of Facilities Job Description[18], Director of Facilities Resume[19]), Campus Safety Services (Executive Director of Campus Safety Job Description[20], Executive Director of Campus Safety Resume[21]), and Human Resources (Executive Director of Human Resources Job Description[22], Executive Director of Human Resources Resume[23]). The Accounting and Finance areas are overseen by the Director of Finance including but not limited to the Associate Director of Accounting (Associate Director of Accounting Job Description[24], Associate Director of Accounting Resume[25]), Associate Director of Finance (Associate Director of Finance Job Description[26], Associate Director of Finance Resume[27]), Payroll Services (Payroll Manager Job Description[28], Payroll Manager Resume[29]), and Cashiering (Cashier Supervisor Job Description[30], Cashier Supervisor Resume[31]).

Directors in all of the above-named departments are responsible for monitoring controls in their areas, taking corrective action when controls are threatened, and reporting violations to their appropriate Director, the AVP of Finance and Operations/Business Services, the VP of Business Services or to the Executive Vice President for Finance and Operations/Business Services when those violations are not corrected. The job descriptions and resumes of the responsible parties are provided as support documentation to demonstrate that these individuals meet the qualifications for the positions they hold and that their job descriptions require a sufficient level of expertise to fulfill their monitoring duties. Prior to hiring an individual, a criminal background check is performed, and credentials and transcripts are required to ensure that the individual is qualified to fill the position.

Cash Handling

Cash, check, and point of sale (POS) credit card payments collected for LIT are routed through the Business Office - Cashiering Area. At the end of each business day, funds collected at the cashier

window are stored in a fireproof safe. Web-debit payments, using banking information, debit and credit cards, are accepted electronically through the LIT's web-based system, using TouchNet. The Business Office - Cashiering Area is equipped with a fireproof safe, panic alarms, and exterior alarms. Internal procedure controls, evidenced by LIT Cash Handling Procedures[32], and computer access controls separate the collection of payment from the recording of charges. Each Cashier has a separate cash drawer, which is balanced at the end of each business day. The Director of Finance performs random cash counts and periodic audits of cash drawers.

Daily, a bank deposit, composed of cash and checks, is prepared from the payments collected in the Business Office - Cashiering Area, from the previous business day. It is placed in bank bags[33], sealed, and then stored in a locked safe. Daily, an armored car courier collects the sealed cash bank deposit bag from the previous day and delivers it to LIT's depository bank, Wells Fargo Bank.

Monitoring Purchase Orders, Expenditures, and Payroll

The first step in initiating an expenditure is preparing a document to request that expense. The document is in the form of a travel application, purchase order, payroll action form, or direct pay. The administrative departments review documents to determine the appropriateness of the expenditure and the source of funds. LIT follows the TSUS procurement guidelines [TSUS CMHB[34]].

Prior to the beginning of each fiscal year, the Texas State University System (TSUS) Board of Regents approves the LIT Budget for that year (FY2021 Operating Budget[35], FY2022 Operating Budget[36], FY2023 Operating Budget[37]). Each budget is prepared in accordance with the LIT's Budget Procedures and Guidelines[38]. At the beginning of the year, the budget information is loaded into the LIT general ledger. Computer programs used for data entry into the general ledger have controls built in which will not allow an encumbrance or expenditure to be posted if sufficient funds are not available to cover that cost. Throughout the year budget adjustments[39] are made and approved by the TSUS Board of Regents at their quarterly meetings.

Online, real-time reports, (Finance Query[40]), are available to each budget manager. These reports may be viewed online or printed to assure that each manager has the most up-to-date information available. Budget, Payroll, Human Resources, and Purchasing offer training classes and/or individual training periodically to assist employees in using the financial system correctly and effectively.

LIT Purchasing policies[41] guide employees in the proper procedures to use when procuring goods and services. These policies are in accordance with statute and TSUS *Rules and Regulations*[34].

Contracts

TSUS Chapter III, Section 1.1[42] details items requiring board approval and includes contract signature authority. Some contracts must go to the TSUS Board of Regents for approval regardless of the amount. LIT's President may sign contracts up to \$499,999 without further approval, unless otherwise prohibited by TSUS policy. TSUS Chapter III, Section - 10[43] further provides guidance on contract signature authority. This policy stipulates that each year the President may delegate signature authority to other College personnel and that the authority must be specific and in writing.

Endowments

The TSUS Board of Regents has granted authority to each component president to establish monetary levels for permanent endowments in TSUS Chapter III, Section 6.11[44]. LIT does not have any endowment funds at August 31, 2023. The Lamar Institute of Technology Foundation (the Foundation) is a non-profit organization with the sole purpose of supporting educational activities on behalf of LIT. Chapter III, Section 1.12[45] of TSUS *Rules and Regulations* establishes guidelines for accepting and reporting gifts to the board.

Investments

LIT holds a diversified investment portfolio including bank deposits, short-intermediate funds, and long-term funds. The Executive Vice President for Finance and Operations is the Investment Officer for LIT. The Director of Finance maintains adequate liquidity and monitors all investment accounts. [46]The Consolidated Quarterly Investment Report[46] for the period ending August 31, 2023, is presented for review. TSUS Chapter III, Section 6.73[47] of the TSUS *Rules and Regulations* requires a quarterly report of investments as prescribed by the TSUS Investment Policy June 1 2023[48].

Audits

LIT also has an internal audit function [TSUS Audits & Analysis[49]] through TSUS that reports directly to the Board of Regents Audits and Analysis. TSUS Chapter III, Section 7[50] of TSUS *Rules and Regulations* describes the Internal Audit function, responsibilities, and reporting structure. The Internal Audit of TSUS conducts an annual Audit Plan and Risk Assessment [TSUS Audit and Compliance Plan Fiscal Year 2024[51]] as required by the TSUS Board of Regents. Departments and activities are audited based on the risk assessment to ensure that controls are in place and working.

Conclusion

Lamar Institute of Technology has provided evidence of compliance that LIT exercises appropriate control over all its financial resources.

- 13.5** The institution maintains financial control over externally funded or sponsored research and programs. *(Control of sponsored research/external funds)*

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) is compliant with Standard 13.5 in that LIT maintains financial control over externally funded or sponsored research programs (as applicable). However, it is not within the mission of Lamar Institute of Technology to conduct research. Therefore, there is no sponsored or externally funded research conducted on the campus. However, it is within its mission[1] to "provide innovative teaching and learning for tomorrow's workforce." LIT does receive external funding for a variety of its programs. This response will briefly describe external funding received by the College and illustrate administrative and financial control over the receipt and expenditure of external funding.

External Funding from Federal and State Sources

The State of Texas Federal Activity Pass-Through Reconciliation statement (SEFA[2]) for the year ending August 31, 2023, for LIT lists two different sources of external Federal funding that were passed through to various agencies and then to LIT.

1. The U.S. Department of Education to LIT via the THECB that included GEER Grants.
2. The U.S. Department of Education to LIT via the THECB for Perkins Grant.

The State of Texas - State Pass-Through Reporting (SPTR[3]) for the year ending August 31, 2023 reports funds in three different categories of external State funding that were passed through to various agencies and then to LIT.

1. Skills Development
2. College Work Study Program
3. Texas Education Opportunity Grant

State and Federal Pass-Through funds are found in the LIT Statement of Revenues, Expenses and Changes in Net Position. The State of Texas Federal Activity Pass-Through Reconciliation amounts totaling \$801,650 are shown in the line item "Federal Pass-Through Revenue" [4]under Operating Revenues in the reviewed AFR. The State of Texas-State Pass-Through Reporting amounts totaling

\$681,012 are shown as their own line item "State Grant Pass-Through Revenue"[5] under Operating Revenues in the reviewed AFR.

LIT maintains financial control over all external funds

Control over external funds is illustrated by the College's control over all aspects of program administration and control over the receipt and disbursement of all external funds.

The LIT budget is prepared with inputs from each departmental director who has budget responsibility, the Director of Finance, the Executive Committee, and is consistent with the LIT Mission[1], Master Plan[6], Strategic Plan[7], and TSUS Board of Regents guidelines[8]. The LIT Budget Procedures and Guidelines[9] hold preparers and users to high financial responsibility to ensure financial stability and good stewardship of public funds as well as to demonstrate control over externally funded programs. The budget draft is presented to the LIT President and subsequently to the TSUS Board of Regents for approval prior to the beginning of the fiscal year. The LIT Budgets for fiscal years 2021[10], 2022[11], and 2023[12] are included.

Disbursement of funds from College programs must be processed through one of three disbursement tracks: 1) payroll, 2) payments made via purchase order, and 3) payments made by the employee and reimbursed by the College. LIT can demonstrate control over each of these methods of disbursing funds, which include externally funded programs.

1. Payroll payments are processed monthly based on a properly submitted F3.2 form.[13] The F3.2 is completed[14] as each new employee is hired by the College or when existing employees acquire new jobs. The F3.2 is not considered valid unless it bears the approval of the employee's supervisor, the Dean or Director of the hiring program, the Executive Director of Human Resources, the Budget Office, and the Payroll Office. Once started, payroll payments will continue until a new F3.2 is appropriately processed to raise, lower, temporarily suspend, or end the payroll arrangement.

2. Payments made by purchase order are triggered by the completion of the LIT Online Requisition through Banner Finance Self-Service. The requisition is entered online[15] by the department, and it goes through the needed approval queues[16] which include a Director, and/or Vice-President and/or President depending upon the amount. After all the approvers have approved the requisition, it is sent to the last step in the process which is the Purchasing queue[17]. There the requisition is checked for the correct account code, proper information of what is being requested, and proper paperwork is supplied (if needed). Once the requisition is approved, it is then assigned a purchase order[18] number. A copy is given to Accounts Payable and a copy is sent to the requesting department.

3. A final method of disbursement used by the College is to reimburse an expense an employee has paid in travel or on behalf of the College.

1. Reimbursements for expenses must be preceded by a Request to Travel[19] form. This form is used to request that funds be available prior to actually using the funds. The form allows an employee to predict expenditures needed for travel on behalf of the College so that those funds are set aside in the budget for that use and are available when needed. Forms must be completed and signed by the employee, recommended for payment by the employee's supervisor, and then approved for payment by a Dean or Division Administrator.
2. When the period of travel is completed, an itemized Travel Voucher[20] must be completed by the employee and signed by the employee's supervisor and a Division Administrator. If the employee is claiming mileage for conducting LIT official business, a mileage log[21] form must accompany the Travel Voucher. Completed and approved Travel Vouchers that include Mileage Reports are forwarded to the Business Office for final review and payment.

Audit

LIT had a financial statement review[22] and a program specific audit[23] of the Schedule of Federal Awards for the Student Financial Assistance Cluster (Title IV) for the period ended August 31, 2023. For the financial statement review the independent accountants' review report[24] stated that "based

on our review, we are not aware of any material modifications that should be made to the accompanying financial statements in order for them to be in accordance with accounting principles generally accepted in the United States of America." For FY 2023, LIT received a stand-alone audit of its student financial aid cluster. It included all applicable Title IV funds. The result of the audit was an unmodified opinion on the schedule of expenditures of federal awards and an unmodified opinion on compliance as reflected in the Independent Auditor's report[25].

Lamar Institute of Technology is a two-year technical institution and, like all public higher education institutions in Texas (not including community colleges), is considered part of the reporting entity of the State of Texas. Both the financial portion of the statewide Single Audit and the Federal compliance portion of the statewide Single Audit required by Uniform Guidance and Texas Government Code Title III[26] include Lamar Institute of Technology. The years ending August 31, 2021[27] and 2022[28] have been provided. The statewide single audit for 2023 is not available. However, LIT's Title IV - Program Specific Audit FY 2023[23] provides adequate evidence for the Student Financial Assistance Cluster as previously mentioned.

In addition to the annual State of Texas Statewide Audit, LIT also has an internal audit function through TSUS[29] that reports directly to the Board of Regents. The system-wide internal audit function is coordinated through the System Chief Audit Executive, who reports directly to the Finance and Audit Committee of the TSUS Board of Regents. The mission of the Office of Internal Audit includes the following:

- Providing the Board of Regents, Chancellor, Texas State University System executives, and component management with independent, objective evaluations regarding enterprise-wide risk management activities, internal controls, compliance, and governance processes.
- Enhancing, system-wide, overall awareness of the importance of risk assessment, control, compliance, and governance processes.
- Protecting organizational value by providing risk-based and objective assurance, advice, and insight.
- Ensuring that the system-wide internal audit function complies with the Institute of Internal Auditors' "International Standards for the Professional Practice of Internal Auditing" and the Texas Internal Auditing Act.
- The System-wide Compliance Program is conducted under the auspices of the audit function and is designed to promote and encourage, through objective assessments and other activities, behavior and compliance with applicable policies, laws, and rules governing higher education.

Conclusion

In conclusion, LIT maintains financial control over externally funded programs as they aid in the fulfillment of the mission.

- 13.6** The institution (a.) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b.) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education. *(Federal and state responsibilities)***[Off-Site/On-Site Review]**

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) is compliant with Standard 13.6 in that LIT complies with its program responsibilities under Title IV of the most recent Higher Education Act as amended and audits financial aid programs as required by federal and state regulations.

LIT provides documentation forwarded to it by the U.S. Department of Education

LIT is in compliance with its major program requirements under Title IV of the most recent Higher Education Act as amended. LIT is dedicated to ensuring that the educational needs of our students are met by providing assistance through the various financial aid programs. The goal of the College is to educate the students and their families about the many financial aid resources available for their education. The College encourages all students who attend LIT to complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility. The College's initial program participation in federally funded student aid was made possible by a review of information provided by the College to the Department of Education (DOE). The correspondence from the United States Department of Education (DOE Program Participation Agreement[1]) shows approval to participate in the program. The approval expiration date is December 31, 2024.

The scope of coverage allows the College to participate in all Federal Funding, including:

- Federal Pell Grant Program
- Federal Direct Student Loan Program
- Federal Perkins Grant Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Work-Study Program

Based upon the satisfactory review of its initial application, the College operates under an active Program Participation Agreement with the United States Department of Education.

LIT takes seriously federal and state mandates requiring ongoing review and audit of student financial aid. Internally, review and supervision of student financial aid begins with the Office of the President (Job Description)[2].

The President receives all correspondence from the Department of Education and from the Texas State Auditor's Office and forwards these communications to those positions delegated to make functional changes within the organization such as the Executive Vice President for Finance and Operations/Business Services, the Provost/Vice President for Instruction, the Associate Vice President of Student Services, and the Director of Financial Aid. The President, either independently or in conjunction with the chosen delegates, responds directly to all correspondence from the Department of Education (DOE), the Texas State Auditor's Office (TSAO), and the Texas Higher Education Coordinating Board (THECB) pertaining to student financial aid.

The Associate Vice President (AVP) of Student Services (Job Description[3], Resume[4]) has direct authority over all functional aspects of student financial aid and supervises the application for and granting of funds through the Director of Financial Aid (Organizational Chart[5]). The Associate Vice President of Student Services is copied on all correspondence from the Department of Education pertaining to Student Financial Aid and is active in the supervision of the program on a daily basis.

The College employs a full-time Director of Financial Aid (Job Description[6], Resume[7]). The job description for this position illustrates that the person occupying same is fully versed in Federal, State, and City guidelines pertaining to student and veteran funding for education and has a thorough knowledge of current computer programs used in the field of student financial aid. The Director of Financial Aid participates in all on-site audits of student financial aid and is responsible for the implementation of program changes in line with audit findings. The Financial Aid Office is under the supervision of the Director of Financial Aid. It is the Director's responsibility to ensure that the federal guidelines for each program are met. The Director of Financial Aid is constantly evaluating and reviewing changes to rules and regulations to make sure that employees are staying in compliance with the policies of the College and Department of Education (DOE). To ensure that all key personnel involved are notified of DOE information, all communications are forwarded as soon as received. This includes verification of student information, evaluating Satisfactory Academic Progress (SAP), awarding aid, disbursing aid, and reconciliation of the programs. Professional training is provided to key financial aid staff members to ensure current and future compliance in all programs of delivery

(DOE, Veterans Affairs, and State of Texas) concerning Financial Aid issues. Additionally, key staff participates in travel related to current and future software training that is relevant to providing financial aid services. The Director of Financial Aid reports to the AVP of Student Services.

The Finance Office reviews all financial data pertaining to the student financial aid program. Where the Financial Aid Department oversees all aspects of the application and awarding of funds, the Finance Office oversees the financial transactions related to the disbursement of student financial aid funds and the receipt of drawdowns from the DOE. The Associate Director of Accounting (Resume[8], Job Description[9]) oversees the reconciliation of all revenue and expenses related to student financial aid. The Finance Office monitors the revenue and expenses monthly for all federal financial aid and reports any differences back to the Financial Aid office to be addressed and corrected.

Fiscal Operations Report and Application to Participate (FISAP)

The Office of Financial Aid submits federally mandated Fiscal Operations Report and Application to Participate (FISAP) reports annually to the U.S. Department of Education (DOE) detailing Title IV expenditures. FISAPs are used by the DOE when determining initial annual program funding for the institution. Examples of these reports are provided:

FISAP 2020[10]
FISAP 2021[11]
FISAP 2022[12]
FISAP 2023[13]

For each award year, the College receives e-Campus-Based Statement of Accounts (SOA) funding authorization from the DOE (Statement of Accounts (2018-2023[14]). In accordance with these statements, authorized federal funds for these programs are withdrawn from the College's grantee account. LIT's Financial Aid Department prepares the draw-down request and withdrawals are completed in the G5 system from within the Finance Office (DOE G5 Log in and Intro[15]), and funds are then received electronically.

Annual Financial Reports

As discussed above, the Finance Office is charged with all record keeping, disbursement of funds, and all financial reporting pertaining to student financial aid funds. In the files below, the College provides the Annual Financial Report (AFR) for the year indicated including a separately stated Schedule 1A - Schedule of Expenditures of Federal Awards (SEFA) from the AFR. Schedule 1A from each year will provide Income, Pass Through, and Expenditure of Title IV funds received by the College in the form of 1) Federal Supplemental Education Opportunity Grants, 2) Federal Direct Student Loans 3) Federal Work Study Program, and 4) the Federal Pell Grant Program.

LIT AFR FY 2019[16]
LIT AFR FY 2020[17]
LIT AFR FY 2021[18]
LIT AFR FY 2022[19]
LIT AFR FY 2023[20]

Lamar Institute of Technology (LIT) audits financial aid programs as required by state regulations

Lamar Institute of Technology is a two-year technical institution and, like all public higher education institutions in Texas (not including community colleges), is considered part of the reporting entity of the State of Texas. Both the financial portion of the statewide Single Audit and the Federal compliance portion of the statewide Single Audit required by Uniform Guidance includes Lamar Institute of

Technology. Lamar Institute of Technology is a component institution of the Texas State University System (TSUS). TSUS is listed as a major enterprise fund in the State of Texas Comprehensive Annual Financial Report.

Texas Annual Comprehensive Financial Report

For information purposes, the most recent three years State of Texas ACFR is provided:

State of Texas Comprehensive Annual Financial Report for the Fiscal Year 2020[21]

State of Texas Comprehensive Annual Financial Report for the Fiscal Year 2021[22]

State of Texas Comprehensive Annual Financial Report for the Fiscal Year 2022[23]

At the end of every fiscal year as part of the reconciliation, accountability, and certification process, the College loads Schedule 1A-Schedule of Expenditures of Federal Awards (SEFA) into the State of Texas Fiscal Management System called FMX. This includes Title IV funds.

State of Texas - Annual Reporting - Schedule of Expenditures of Federal Awards (SEFA) for fiscal year ended August 31, 2020[24]

State of Texas - Annual Reporting - Schedule of Expenditures of Federal Awards (SEFA) for fiscal year ended August 31, 2021[25]

State of Texas - Annual Reporting - Schedule of Expenditures of Federal Awards (SEFA) for fiscal year ended August 31, 2022[26]

Single Audit

For informational purposes, the State of Texas Federal Portion of the Statewide Single Audit is presented. Note 1 to the Schedule of Federal Awards states that all federal awards administered by the primary government are included except for the federal activity of the Texas A&M Research Foundation and discrete component units. The Statewide Single Audit Report 2023 was not available. However, the LIT FY 2023 single audit of the student financial aid cluster provides sufficient evidence of overarching compliance with its program responsibilities under Title IV due to the unmodified opinion on compliance.

Statewide Single Audit Report 2021[27]

Statewide Single Audit Report 2022[28]

Single Audit (LIT only) 2023[29]

The SEFA reported in the State systems, reconciles with LIT's SEFA with the reconciling of Federal Direct Student Loans as required. New loans do not flow through the operating statement so they become a reconciling item on the SEFA[30].

For FY 2023, LIT received a stand-alone audit [29]of its student financial aid cluster. It included all applicable Title IV funds. The result of the external audit was an unmodified opinion[31] on the schedule of expenditures of federal awards and on compliance exhibiting LIT's commitment to financial aid federal guidelines. It must be noted prior to engaging an external auditor to provide audit services for FY 2023, LIT's financial aid program was being reviewed by TSUS Office of Internal Audit. During their examination, they noted instances where SAP procedures were incorrectly applied. Upon further review, TSUS Office of Internal Audit and LIT management determined that disbursements for FY 2023 totaling \$673,780 should be returned to the Department of Education. The external auditor was apprised of this matter during the planning stages of the external audit to aid in their risk assessment and to ensure transparency. Even though LIT was making changes to improve internal control over SAP, the occurrence did result in the external auditor noting a material weakness in internal control and compliance related to SAP requirements. LIT continues to improve internal controls over SAP compliance as noted in the Corrective Action Plan[32], and remains vigilant in Title IV program compliance moving forward.

Texas Higher Education Coordinating Board (THECB) Annual Compliance Monitoring Plans

The THECB completes an annual review of institutions identified by a risk assessment tool. In 2021, LIT completed a Compliance Monitoring Review for formula funding[33]. The report was issued and revealed no findings. No compliance reports were issued for LIT during fiscal years 2022 or 2023.

Compliance Audits and Desk Reviews for Fiscal Year 2021[34]

Compliance Audits and Desk Reviews for Fiscal Year 2022[35]

Compliance Audits and Desk Reviews for Fiscal Year 2023[36]

THECB Desk Top Reviews and Monitoring Reports

THECB, as a federal pass-through entity, must provide due diligence to ensure its sub- recipients meet the requirements of the Single Audit Act Amendments of 1996, as prescribed in OMB Circular A-133 Compliance Supplement and Government Auditing Standards. The purpose of these evaluations and Desk Top Review Management Letters is to issue the THECB management decisions regarding fiscal reviews of the organization's Appropriation Year 2021-2023 to communicate compliance issue(s), if any, on federal funds awarded to the institution. In the most recent three years from 2021-2023, THECB completed one desk review for FY 2021[37] with no findings issued.

TSUS Office of Internal Audit

The Office of Internal Audit is designed to provide positive support to the Board of Regents, Chancellor, System executive management, and component management in the effective discharge of their responsibilities. The system-wide internal audit function is coordinated through the System Chief Audit Executive, who reports directly to the Finance and Audit Committee of the Board of Regents. Component-housed auditors are located in the Texas cities of Alpine, Beaumont, Huntsville, and San Marcos. The Office of Internal Audit-Lamar Components is a unit of the TSUS System Office of Internal Audit in Austin, Texas, which reports directly to the Finance and Audit Committee of the TSUS Board of Regents. The Component Audit Director, Office of Internal Audit, maintains an overview of all audit activities at the institution. The director interfaces with outside agencies, such as the State Auditor's Office. The Component Audit Director is kept informed about all audit activities on campus and should be provided with copies of all audit reports. In the event that agencies, such as the State Auditor's Office, notify component management about upcoming audits or send draft or final audit reports to components, recipients are requested to provide copies to the Component Audit Director, unless the agency has already included the director on the copy list. Their mission is to provide the Texas State University System (TSUS) Board of Regents, the Chancellor, the System Office, and institutional management with independent, objective evaluations regarding risk management, internal controls, and governance processes. The Office assists all levels of management in achieving goals and objectives, identifying and addressing risks, continuously improving processes and operations, and ensuring compliance with applicable laws and regulations. The Office of Internal Audit issues their audit plan for the upcoming fiscal year in advance based on their risk assessment. The most recent plan for FY 2024[38] has been issued. The results of their most recent three years of audit activity is issued in their annual report.

Texas State University System (TSUS)

Internal Audit Annual Report for Fiscal Year 2021[39]

Internal Audit Annual Report for Fiscal Year 2022[40]

Internal Audit Annual Report for Fiscal Year 2023[41]

Federal Aid Default

The College submits annual Cohort Federal Aid Default data to TSUS as a measure of student achievement and efficiency. Baseline benchmarks are developed as an average of prior year institutional data, while achievement goals are projected on data rates for system institutions and national rates to decrease year by year. The standard campus goal is for the default rate of LIT

students receiving federal aid to be lower than the previous years or the projected system goal for 2025. The 3-year cohort rate for LIT for the base line year is 7.97% for 2023, and the TSUS target goal is 11%.

Table 13.6-1 3-YEAR COHORT DEFAULT RATES			
Report Year	2022	2021	2020
Fiscal Year	2019	2018	2017
Process Date	09/2022	09/2021	09/2020
LIT Default Rate	1.20%	7.90%	14.80%

The LIT 3-year average default rate is 7.97%. Not only does the LIT Default Rates reflect a decline from 2020 to 2022, the 1.20% rate is below the 2023 baseline of 7.97%. The College closely monitors the campus default rates, with the understanding that institutions can lose eligibility for Pell Grants or federal student loans if their cohort default rates exceed 30% in three consecutive years, and they can lose access to student loans if the rate exceeds 40% in a single year. The Financial Aid Office contracts with Inceptia to provide the following services for default prevention: Grace Counseling Outreach, Repayment Counseling Outreach, Smart Borrowing, and Return to Payment Outreach. The Financial Aid Office is committed to providing all students with accurate financial aid information and timely updates on their applications. The Office is also dedicated to educating applicants on financial aid options, student responsibilities, pitfalls, and consequences of defaulting.

Conclusion

In conclusion, LIT has provided evidence that the College (a) is in compliance with its major program responsibilities under Title IV of the most recent Higher Education Act as amended, and (b) audits financial aid programs as required by federal and state regulations.

- 13.7** The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. *(Physical resources)***[Off-Site/On-Site Review]**

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) has adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Overview

Lamar Institute of Technology (LIT) ensures adequate physical facilities and resources, both on and off campus, which serves the needs of the institution's educational programs, support services, and other mission related activities. The campus leadership is committed to integrating facilities management at the highest level. LIT is located on a 46-acre campus with twenty acres being the main campus and with more than 274,182 gross square footage of building space. Every educational building on the LIT campus was either designed and built for the specific program it serves or has been professionally redesigned and remodeled to provide the highest level of compatibility between Facilities and the College's programs and services. In addition, the LIT Facilities Department is designed, staffed, and funded to conduct the task of preserving and maintaining the campus and its buildings. The College's physical resources are adequate to support its mission and the scope of its services.

As evidence of LIT's commitment to the College's physical facilities and resources, the Director of Facilities provides updates on scheduled campus activities and projects via ongoing discussions with

College leaders, which elevates the importance of preserving and maintaining the campus and its buildings.

LIT's response to this section will:

1. Provide detail on the College's degrees and programs.
2. Discuss the College's buildings and explore how they are suited to the College's programs.
3. Offer a brief discussion of the size of the LIT student body.
4. Offer an analysis of the College's facilities considering the size of the student body.
5. Give a brief discussion of the College's ongoing plans for growth.
6. Illustrate the College's capacity to maintain its property.
7. Provide a discussion on the suitability of our campus to support the College's Distance Learning program.

Degrees and Programs

LIT offers three Associate of Arts degrees, four Associate of Science Degrees, thirty Associate of Applied Science degrees, and forty-one Certificates.

Facilities and its Alignment to Programs

The Higher Education Coordinating Board maintains an inventory of campus buildings[1]. The THECB Facilities inventory demonstrates that LIT has eighteen educational support buildings located on forty-six acres on Lavaca Dr., University Dr., Marina Dr., MLK, Jr. Blvd. and W. MLK, Stagg Dr., Laurel St., and Woodrow Ave. The attached Campus Map shows each building on the LIT campus (Campus Map [2]).

The campus leadership is committed to integrating facilities management at the highest level. The Facilities Director conducts regular departmental meetings[3] to address any current and upcoming concerns regarding facilities management.

Master Plan

LIT has an existing Campus Master Plan (2018-2028[4]) to address the future needs of the campus.

Managing Risk

LIT has several strategies to mitigate risk. LIT has an active Business Continuity Plan[5] that guides personnel and resources in the event of an incident that could interrupt daily operations. This Business Continuity Plan (BCP) is intended to establish policies, procedures, and organizational structure for response to incidents and other events that are of sufficient magnitude to cause a significant disruption of the functioning of all or portions of the College. In addition, the College purchases property insurance coverage[6] annually (building and contents, boiler & machinery, crime, and flood) through the TSUS approved insurance broker. Building values and coverage levels are determined by appraisals conducted by a TSUS approved appraiser. The College has implemented a comprehensive insurance program that incorporates the fundamentals of risk identification, risk assessment, risk treatment, risk monitoring, and risk review[7]. The insurance program is committed to preventing adverse claim experience through training, education, inspection, advising and assisting College department heads in identifying potential risks and losses. It also provides assistance to College departments in implementing controls to mitigate risks and monitoring established risk controls and treatment. Other than property insurance coverage to mitigate the financial consequences of physical and human losses, the College purchases business auto, fine arts, directors and officers, professional liability, and workers' compensation coverage through the TSUS approved broker.

The College has an Executive Director of Campus Safety (job description[8], resume[9]) and a department[10] that monitors and maintains an overview of the College facilities and other risk matters.

Risk Management inspections evaluate risks associated with the management of facilities and establish safeguards to mitigate this risk. The department ensures that LIT maintains the proper TSUS mandated coverage using insurance products for a variety of insurable risk items.

The Facilities Department coordinates with the Risk Management officer to include insuring new facilities, coordinating construction liability policies, loss of facilities expected to result in a claim, and numerous other matters. Also, the President has appointed members of a Safety Committee[11] comprised of faculty and staff to advise and inform the administration on safety concerns and issues. Likewise, administration uses the Committee as a conduit to provide information to the campus community regarding safety matters. The Safety Committee meets on a monthly basis or as needed to investigate specific occurrences reported by members of the campus community (Committee Minutes for August 2023[12]).

Educational Buildings

The LIT campus has eighteen educational support buildings of various ages on the campus, with a total of 275,152 square feet (Campus Building inventory[1]). The oldest building on campus is the 3,030 square foot Technical Arts Building 2 that was built in 1959 and is home to a high-tech lab for process operating and instrumentation training. The newest building on campus is the Eagles' Nest which opened in 2019 and has 18,900 square feet that is home to a multipurpose room, Learning Lab, Student Services, Financial Aid, Admissions and the Testing Center.

Facilities Organization

The Director of Facilities reports directly to the Associate Vice President for Finance and Operations. [13] The Facilities Department is dedicated to the preservation and maintenance of the College campus. This is achieved by cross training each technician to ensure every aspect of the campus and its assets are appropriately maintained. The campus also has a contract with a landscaping and mowing service that has served the College for over twenty years as well as a custodial services company.

Maintenance Procedures

The Facilities Department is properly staffed and capable of maintaining the campus (Organizational Chart, Facilities[13]). The Facilities Department receives requests and prioritizes work to be completed by the Facilities technicians. The procedures outlined below allow the Facilities to respond to campus needs effectively and rapidly.

1. Work orders requesting service from campus staff and faculty originate in departments and are transmitted electronically to the Facilities Department for ongoing maintenance from the Work Order System (Example Work Orders[14]).
2. Ongoing preventive maintenance originating from monthly, quarterly, semi-annual, and annual inspections are scheduled as needed. Certificates are issued for elevators and boilers (Elevator inspection[15] and Boiler Inspection Certificate[16]). Other regular inspections occur for the sprinkler, fire alarm and extinguisher, and fire suppression. All are tagged.
3. Maintenance work is generated as a result of ongoing visual review by conducting daily rounds [17] of the campus.
4. Emergency orders are received through the work order request system and are routed to the Director for processing.

Work order requests from all sources mentioned above are received by the Director of Facilities. Ongoing maintenance and periodic reviews of the campus are scheduled first, and general work orders are reviewed by the Director as they are received and are added to already scheduled events. Emergency orders are assigned to personnel with the needed skills and are given top priority.

The Facilities Department uses computerized maintenance management software designed by the campus' Information Technology Department. Because the system is paperless, staff/technicians have

access to the work order system via e-mail allowing real-time updates and tracking of work orders. Once a work order is complete, the staff/technician assigned will close the work order.

Campus Maintenance

The Facilities Department communicates via e-mail and group chat. In addition, Facilities' staff meet for regular weekly meetings, addressing all open work orders for corrective and preventative maintenance. The daily and weekly meetings allow for collaboration and problem solving for a quicker turnaround of work order completion. (Work Order Example[14])

Deferred Maintenance

The Texas Higher Education Coordinating Board (THECB), through Education Code Section 61.05821, [18] requires each institution of higher education to annually report to its governing board information regarding the condition of their buildings and facilities, including information concerning deferred maintenance. The report is sent to the Texas State University System (TSUS) Board of Regents (Board) annually, typically at the February meeting (FY2022[19], FY2023[20], FY2024[21]). Since 2021, LIT has utilized Sightlines, LLC to keep track and mitigate deferred maintenance on campus. Sightlines, LLC coordinates with LIT to arrange campus needs and future deferred maintenance projects during renovations and remodels. Sightlines, LLC provides pertinent information as needed and is used as a tool and guide. The agreement is set to continue through 2024.

Budget and Planning for Operations and Facilities

The Operations and Facilities department has an annual operations and capital budget funded by general revenue appropriations and College local funds. The yearly budget allows for planned and emergency maintenance expenditures. The annual budget is submitted every August to the Texas State University Board of Regents for the upcoming fiscal year. Tables A2 and B2 from the approved budgets for Operations and Maintenance of Plant for FY2021[22], FY2022[23], FY2023[24] reflect adequate support for each year. Through ongoing planning, the College ensures that resources support the operations and maintenance of the physical facilities to support its mission. The Executive Vice President for Finance and Operations/Business Services (Chief Financial Officer) works closely with the facilities director, director of procurement services, custodial manager, and landscape supervisor throughout the year to determine supply, repair, equipment, and project needs for the next budget cycle. Funds for unplanned repairs are minimized through effective planning for routine repairs and with preventive maintenance.

Asset Inventory and Disposal

As a State agency, LIT is required by State statute to be accountable and responsible for all controlled and capital equipment owned by the agency. LIT utilizes the State Property Accounting System (SPA), as the official record of inventory and property, in conjunction with the campus online system to properly account for LIT's controlled campus inventory and capitalized assets.

LIT's inventory system, Banner Fixed Assets, is a perpetual inventory tracking system, maintained throughout the year. A campus-wide verification and certification is conducted annually in June. Each department submits inventory verification to the property management department (example FY 2023 certification for Facilities[25]) which is verified by random sampling on the departmental level. The property and inventory processes that are followed allow for minimal end of the year adjustments and seamless reconciliation process with the State Property Accounting system. At the end of the fiscal year, a certification[26] signed by the Property Manager is sent to the State Comptroller's Officer certifying that a physical inventory was conducted. For end of the year financial reporting, LIT's online Asset Management System is reconciled with the State Property Accounting system (CANSS Certification[27] and CANSS Summary[28]). As seen in the FY 2023 AFR, note two[29] of LIT's Annual

Financial Report is generated from the reconciled State Property Accounting System. LIT's internal disposal policy follows the Texas State [30]University System Rules and Regulations for property disposal under Chapter III 6 (13[30]).

Facilities Serving Other Mission Related Activities

The Mission Statement states, "Lamar Institute of Technology strives to provide innovative teaching and learning for tomorrow's workforce."

Off-Campus Educational Programs

Lamar Institute of Technology not only has sites on the main campus, but has active off-campus sites including Gateway Shopping Center in Beaumont, Utility Line Technology in Silsbee, and Fire Training Grounds in Beaumont to name a few.

In addition, LIT has offered dual credit courses since fall 1998 within various local school districts, including Beaumont Independent School District (BISD). Current offerings within BISD include welding, Core curriculum and Culinary. LIT and the Beaumont Independent School District have a written agreement regarding these offerings, which specifies that each ISD is responsible for the maintenance and upkeep of their respective facilities, although LIT ensures that all teaching environments are sufficient to meet the needs of our students. Other school districts with whom LIT partners include Anahuac ISD, Burkeville ISD, and Kountze ISD as well as many others.

In direct opposition to their small on-campus space requirement, dual credit programs and the Culinary Arts, offer the College a great opportunity to fulfill its mission to broaden the intellectual horizon of the community. By collaborating with local high school students, the College increases the chance that dual enrolled students will continue their educational career when they graduate.

LIT has adequate physical facilities and resources off campus that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Student Body Statistics

Enrollment has traditionally enjoyed a large and growing student body; despite hurricanes, winter storms, and pandemics, LIT has remained strong with increased enrollment. Positive trends in enrollment have continued through the present time. The LIT campus, students, and community have been resilient, and the trends demonstrate that.

Semester	Headcount	Hispanic	African American	White
Fall 2023	5,261	25.5%	26.4%	37.1%
Fall 2022	4,788	24.3%	30.2%	37.5%
Fall 2021	4,470	23.4 %	30.1%	41.7%
Fall 2020	4,402	22.6%	30.1%	42.4%
Fall 2019	4,011	23.3%	30.5%	41.7%

Ongoing Growth

While the discussion above illustrates that LIT's campus is appropriate to its mission and to the scope of its programs, the College's goal is not only to serve the present population adequately, but also to be prepared for the future. The College continues to review adjacent properties as they come available and purchase land for expansion if it supports the master plan.

The College's efforts to grow and improve the campus and physical plant are illustrated in the following current growth-oriented projects.

1. **Workforce and Allied Health Training Center.** The \$37.4 million-dollar building is pursuant to the updated master plan. LIT plans to build a 52,000 square foot Workforce and Allied Health Training Center for both credit and non-credit students. This will be a three-story building with an embedded high-bay instructional space. The first floor will hold the workforce instructional spaces, simulation environments, and task training rooms. The second floor will house allied health, contain skills' labs, pharmacy technician labs, and a main testing room. The third floor will contain the pharmacy lab, classrooms, and staff offices.
2. **Advanced Technology Center.** The \$6.7 million-dollar project consists of the renovation of an existing 5,000 square foot warehouse building and a 10,000 square foot addition to create the Advanced Technology Center. The state-of-the-art center will aid in providing technical programs such as mechatronics, electrical, civil, mechanical, and plumbing. The completed center will provide innovative learning spaces to include lecture classrooms, technical labs, multi-purposed industrial training spaces, and a high bay area lab that mimics industry environments.
3. **Trahan Center.** In October 2022, LIT purchased property to expand the Truck Driving Academy. The 7.76-acre property at 1025 Woodrow is now home to a Driving course for students enrolled for both truck driving and the police academy. In addition, the property has buildings that are ready for renovation for continued growth of the LIT footprint in Beaumont.

Facilities Space

The servers and disk storage are housed in a protected server room in the Cecil Beeson Building. The server room is equipped with redundant air conditioning systems, generator support, and uninterruptable power supplies (battery backup). These systems help minimize interruptions in service due to environment disruptions and have proven their worth on various occasions in the past (hurricane closures in 2005, 2007, 2008, 2017, 2019, and 2020 for example).

The server room is connected to a Local Area Network backbone that supports connections from one to ten gigabits per second. The campus Internet connection is one gigabit per second and connects to the Lonestar Education and Research Network (LEARN). A second connection of 100 megabits per second provides redundancy. The primary and redundant connections are from separate providers and take separate routes to the Internet. Should the primary link go down, fail-over to the secondary link occurs automatically. A one gigabit per second connection has been sufficient for a school the size of the Lamar Institute of Technology.

Servers

Information Technology Services (ITS) maintains a cluster of multi-core, multi-processor servers executing approximately 24 virtual server instances. There are also standalone servers as required by specific applications such as backup. The physical and virtual servers are used to provide on campus and distance education services. Four new high-performance servers and one Storage Area Network have been purchased since 2009 and are listed in the document Server expenditures which is in the IT Security folder. The combined on-campus Storage Area Network (SAN) storage capacity of 24 Tera Bytes as well as virtually unlimited cloud (Azure) disk space provide students and faculty with ample storage required for distance as well as on-campus education. The policy for the equipment's physical security, as stated in the Information Resource Policy Manual[31], outlines how sensitive equipment and data are kept physically secure.

In addition, servers and other equipment receive at least monthly maintenance. Maintenance includes updates and patches to operating versions, antivirus, and updates to protect the integrity of the system.

For long range planning and budgeting purposes, ITS replaces equipment as needed to ensure that all academic and technical programs can provide the highest level of instruction. LIT's refresh cycle for the majority of components is 5-7 years or as limited by appropriate support options for the equipment. This precaution protects the viability and effectiveness of the distance education program as well as on campus activities.

LIT has also begun its journey into the cloud, specifically, Microsoft Azure and Amazon Web Services (AWS). Infrastructure servers have been migrated that include Active Directory, Domain Name Services (DNS), and single sign-on services. These are essential servers/services that provide network authentication to email and other IT resources in the event of network interruption for off-campus access. The Distance Learning (Blackboard) and ERP system (Banner) have also been migrated to cloud. Blackboard servers are maintained by Blackboard Inc. in AWS. Banner is being maintained by Ellucian Inc. in AWS. Individual users and departmental documents have also been moved to Microsoft Azure cloud.

Security

In the Fall of 2023, the College began the adoption of the new information security policies [31] that align with the Texas Department of Information Security Control Standards Catalog[32] and is in the process of revising its operating procedures to support the new policies. Adoption of baseline configurations and publishing of guidelines for following IT security policies will follow. The College has a system of vulnerability assessments but is adopting a more complete risk management framework including risk assessments, system security plans, and monitoring.

The College has been engaging cloud services for an increasing number of applications including email (Office 365), ERP (Ellucian hosted Banner), Learning Management System (Blackboard), identity provider (Microsoft Azure AD), and webservices (Azure webservice). All of these cloud services provide better availability, better disaster recovery, and better security capabilities than the same applications hosted on premises.

Recent security projects include implementation of Microsoft Azure Privileged Identity Management /Privileged Access Management tools (PIM/PAM), DUO Multi Factor Authentication, DNS blocking of known malicious domains (Quad 9), redirecting employee and shared document folders to the Azure cloud, mandatory annual security awareness training for employees (Security Training Request Notice for Enrollment[33], Completion[34], and Portal List[35]), routine email phishing simulations, and blocked Office 365 logins from outside of North America.

Personnel

The Information Technology Department[36] is led by highly qualified employees. The Associate Vice-President for Information Technology (Job Description[37], Resume[38]) and the Assistant Vice-President for Information Technology (Job Description[39], Resume[40]) are well qualified and experienced to manage the Information Technology Department. Additional senior leadership include Director of Enterprise Applications, Director of Systems, Applications, and Support, and Director of Risk, Compliance, and Project Management. Also, a Chief Information Security Officer (Job Description[41], Resume[42]) assures security of the Information Technology Systems. The Information Technology Department has fourteen full time LIT employees as well as other shared services employees that assist with the maintenance of information technology. Additional IT personnel available to support the College include: 1) Systems, Applications, and Support 2) Enterprise Applications, 3) Risk, Compliance, and Project Management, and 4) Network and Telecommunications.

Facilities and Resources

Lamar Institute of Technology (LIT) has adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. LIT enjoys the use of the Mary and John Gray Library, property of Lamar University, which provides students and faculty with access and user privileges to its services and to regular and timely instruction in the use of the library and other learning/information resources to support the service mission of the College.

Weekly Discussions

The Facilities Director reports ongoing projects, issues that must be addressed, preventive maintenance completed, and other issues related to facilities (Facilities Meetings Minutes[43]).

Conclusion

Clearly, the College has facilities which are suited to its efforts as an institution of higher education and a partner to its community, which is evidenced by:

- the suitability of the College's buildings to their function.
- the ability of the Facilities Department to respond quickly to ongoing and emergency needs of the campus.
- the College's ability to support suitable non-educational and off-campus programs.
- the College's resounding approval rating when campus and facilities issues are assessed.

In summary, LIT ensures adequate physical facilities and resources that appropriately serve the needs of educational programs, support services, and other mission-related activities.

- 13.8** The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (*Institutional environment*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) has multiple systems in place to ensure the health, safety, and security of all students, faculty, staff, visitors, and all members of the campus community. Responsibility for ensuring health, safety, and security is spread across a variety of divisions and departments on campus.

Department of Education Investigations

Lamar Institute of Technology does not have any open, pending, or closed investigations by the Department of Education Office of Civil Rights.

No Open/Prior/Pending Cases

- Evidence is drawn from the DOE Office of Civil Rights (OCR) webpage, citing pending cases[1] currently under investigation in Texas at the Post-Secondary School level.
- In the OCR Recent Resolution Search[2], LIT does not appear in the alphabetical institutional listing of reported institutions with open Sexual Discrimination investigations.
- In the OCR Recent Resolution Search[3], LIT does not appear in the alphabetical institutional listing of reported institutions with open Sexual Harassment investigations.
- In the OCR Recent Resolutions Search for Post-Secondary investigations for Sexual Violence[4], LIT does not appear in the alphabetical institutional listing.
- These listings cover investigations from 2016-2023.

Healthy Environment

The President appoints the members of the Safety Committee[5]. The committee is comprised of faculty and staff and the chair oversees the committee. The Safety Committee exists for two purposes. It advises and informs the administration on safety concerns and issues. Likewise, administration uses the committee as a conduit to provide information to the campus community regarding safety matters. The Safety committee meets on a monthly basis or as needed to investigate specific occurrences reported by members of the campus community (Committee Minutes for September 2023[6], October 2023[7], February 2024[8]).

The Safety Committee assists in defining the goals and objectives of the employee safety and health program, developing safety and health policies and procedures, increasing employee awareness concerning safety, and monitoring the effectiveness of safety program activities. The Safety Committee is the "eyes and ears" of a good employee safety and health program and can have a positive influence on the College's business operations by reducing the frequency and severity of losses. Additional positive results such as the following may also be achieved by the Safety Committee:

- Provide a feedback mechanism for organizational safety issues.
- Develop alternative operational solutions for complex safety problems.
- Consider employee safety suggestions and concerns.
- Reduce loss exposures.
- Enhance worker satisfaction and well-being through participation on the committee.
- Reduce loss control costs.

The need for a Safety Committee can be evaluated by examining certain factors. If the College has a recurring pattern of on-the-job accidents, frequent workplace injuries, illnesses or diseases, significant property damage to agency-owned vehicles, excessive equipment downtime, or other hazards that have been identified, then a Safety Committee is of value. Supervisors at all levels are responsible for the effectiveness of the Comprehensive Safety Plan & Manual[9] by eliminating or minimizing job-related injuries and illnesses. The Environmental Health & Safety Specialist (EHS) performs monthly safety building checks (December 2023[10] and January 2024[11]) and annual building inspections[12]). These monthly and annual inspections are captured on specific forms and shared with the appropriate campus departments. Each employee is responsible and accountable for his/her own safety to the maximum extent possible.

Health Services

The Student Health Center on the Lamar University campus offers various medical services to currently enrolled LIT students. A physician and/or nurse practitioner is available to treat students for minor illnesses or injuries not requiring constant supervision. Students with chronic and/or serious conditions will require treatment off campus by their personal physician. Most Health Center services are available in the Health Center on a walk-in basis, and most of the medications prescribed are available in the Health Center pharmacy at a reduced cost. Students are charged only for medications, lab tests, and supplies, not for the office visit. All charges incurred are entered on the student account; as a result, no payment is required at the time of service.

Gynecological services and family planning are provided by female nurse practitioners at a reduced charge. There is a lab charge for most gynecological services. The Health Center is also staffed with licensed counselors offering short-term psychological counseling, individual and group therapy, and mental health workshops at no charge.

Bacterial Meningitis

The Texas Higher Education Coordinating Board[13] states, "A student who has been admitted to an institution of higher education or private or independent institution of higher education, must show evidence of receipt of an initial bacterial meningitis vaccination dose or booster during the five-year period preceding and at least ten days prior to the first day of the first semester in which the student initially enrolls at an institution."

The requirement also applies to returning students under age 22 who were not enrolled in the previous long semester. All new or returning LIT students under age 22 who were not enrolled in the previous long semester must provide proof of a bacterial meningitis vaccination or exemption.

The law states that students who do not qualify for an exemption must be immunized no later than 10 days prior to the first-class day. This vaccination is valid for a five-year period.

The College provides each student important information[14] about the Bacterial Meningitis vaccine, and access to an exemption form[15] that explains the symptoms, diagnosis, transmission, and treatment of Bacterial Meningitis.

Pandemic Preparation and Response

The COVID-19 pandemic has been identified by LIT as a disaster/emergency situation that requires a Covid-19 Campus Plan[16]. LIT monitors the coronavirus (COVID- 19) situation carefully and implements proactive and prudent measures to ensure the health and safety of students and employees in accordance with the guidance provided by the Centers for Disease Control and Prevention.

COVID-19 Testing and Vaccines:

Covid-19 vaccines are available to LIT students, faculty, and staff. A T Number is required to complete the registration process[17].

Pandemic Hazard Specific Annex of the CEMP:

LIT has a pandemic response plan. It is posted as Hazard Specific IA in the Comprehensive Emergency Management Plan[18]. The annex focuses on steps for protecting against spreading the influenza virus.

Safe Environment

LIT recognizes that a safe and secure environment is critical to maintaining a climate that is conducive to learning. LIT Campus Safety Department and Lamar University Police Department (LUPD) are responsible for campus security at LIT. The mission of the Safety Department is to ensure a safe and secure atmosphere for learning. Through high visibility, the Safety Department assures a safe environment on campus. In conjunction with LUPD, the Campus Safety Department conducts foot patrol and campus escort services which afford opportunities to see and be seen.

Our Campus Safety Department consists of Level III Armed Security Guards while LUPD maintains a full-service police department. In addition, there are emergency phone towers on campus that anybody can access to report an emergency. Cameras that record campus activity are also operational. As illustrated by the Campus Map[19], LIT is an open campus that is bordered by several Beaumont streets. The Campus Safety Department's main office is located on campus while LUPD headquarters is less than one mile from campus. There is regular foot patrol by Campus Security Officers throughout the day and night which provides a physical and visual presence in the LIT community. While Campus Security Officers provide the majority of security patrols, LUPD provides support with traffic enforcement, and first responder support.

As part of the LIT community outreach, the Campus Safety Department provides Civilian Response to Active Shooter Events (CRASE), Campus Security Authority (CSA), Campus Carry, Bystander Intervention, Verbal De-Escalation, Domestic Violence Awareness, and Personal Safety Awareness training to the campus faculty and staff members[20]. The LIT Active Shooter Plan[21] provides instructions and guidance to effectively address the response of Lamar Institute of Technology to an Active Attacker or Hostile Intruder incident.

In 2015, Senate Bill 11[22], commonly referred to as the "campus carry" law, was passed by the Texas Legislature. The law states that a person who holds a Texas License to Carry a Concealed Handgun may carry a concealed handgun on the grounds and in the buildings of an institution of higher education. While the LIT President may not generally prohibit license holders from carrying concealed handguns on the campus, the law gives public colleges and universities some discretion to regulate campus carry including designating certain areas on campus where concealed handguns are prohibited. The College's Campus Carry Policy is consistent with the State of Texas Law and the governing policies and procedures of the Texas State University System Board of Regents. The purpose of the Campus Carry or Concealed Handgun Policy is to set forth the College's Policy on concealed handguns on campus and to provide the consequences of violation of this Policy including College disciplinary action and possible criminal penalties. The Campus Carry or Concealed Handgun Policy applies to all faculty, staff, students, and visitors; and individuals and organizations doing business on or on behalf of LIT.

Annual Security Report

As directed by the Office of Postsecondary Education of the U.S. Department of Education, each institution is required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Act) and the Higher Education Opportunity Act to provide results of the Campus Safety and Security. The data are drawn from the OPE Campus Safety and Security Statistics website database to which crime statistics and fire statistics (as of the 2010 data collection) are submitted annually, via a web-based data collection, by all postsecondary institutions that receive Title IV funding. The United States Department of Education is charged with enforcing the Clery Act and may assess civil penalties against institutions of higher education or may suspend them from participating in federal student financial aid programs. As per the Federal Code of Federal Regulations § 668.84 Fine Proceedings, complaints of violations are filed with Department of Education regional offices, with potential fines.

The 2023 Annual Security and Fire Safety[23] report was published on October 5, 2023 in compliance with the Act. The report is available on the LIT website.

Office of Information Security

The Texas Administrative Code §202.71[24] states that "each institution of higher education to develop, document, and implement an institution-wide information security program, approved by the institution head or delegate, that includes protections, based on risk, for all information and information resources owned, leased, or under the custodianship of a department, operating unit, or employee of the institution of higher education including outsourced resources to another institution of higher education, contractor, or other source." The current LIT Policy and Procedure Manual[25] includes policies, procedures, standards, and guidelines to comply with the requirements outlined in 1 Texas Administrative Code §202 and is published on the LIT website.

Secure Environment

LIT's President is authorized by the Texas State University System Board of Regents to establish and administer regulations and procedures in order to provide for physical security of campus buildings and their occupants. In accordance with this responsibility, the President has delegated the administration of the Key Control System to the Director of Facilities. The buildings and facilities of Lamar Institute of Technology are available for general use by LIT employees and students for educational purposes. Under normal circumstances, the buildings will be opened (outside doors unlocked) for business, scheduled activities, classes, and lab hours as required. After 9:00 p.m. and before 6:00 a.m., access is restricted on all doors. During operational hours, only the main entrances of each building are unlocked to allow entry. All other building doors are locked for added building security.

College keys are defined as keys which open buildings, interior doors, and other locks in LIT facilities, including furniture and equipment. Key control records are maintained by the Facilities Department

identifying keys by number and assignment. The records also include Key/Lock Authorization Request [26] and Key Return Form[27] with signatures of personnel having possession of campus keys and returning them. The Director of Facilities manages employee key distributions and returns and maintains the records.

Emergency Communication

The College uses Blackboard Connect and campus email to notify students, faculty and staff about emergencies or dangerous situations believed to be an immediate threat to health or safety, including school closures related to weather or other circumstances. Policy 2.28[28] of the LIT Policies and Procedures Manual details roles and responsibilities for emergency messaging dissemination. In the event of an emergency or need for the College to make a mass notification, all students, faculty and staff will be contacted electronically (emails and/or phones and/or text message). Available phone numbers and email addresses in the College's student registration and human resources systems are automatically enrolled in the Blackboard Connect system. Individuals can also opt out of these notifications or select how they receive these messages by changing settings in the myLIT portal. Notifications may also be released to area media by the College Public Information Office, posted on the front page of the College website, and posted to social media.

Emergency Operations Plan

LIT is committed to protecting the welfare of its community members as well as its property and facilities. For this reason, the College has developed the Comprehensive Emergency Management Plan (CEMP). This comprehensive plan consists of a set of strategic and operational documents that define principles and priorities, assign roles and responsibilities, and direct action in all phases of emergency management. The Emergency Operations Plan[29] (EOP) of the CEMP addresses such emergencies. The EOP provides the guidelines for the management of the actions and operations required to respond to an emergency or disaster, including initial recovery activities and responsibilities. The overall priorities of the College during a disaster are the protection of lives, property, the community, and the environment. The overall objective is to respond to emergency conditions and manage the process.

Levels of Emergency

Given the potential day-to-day and large-scale hazards that may affect the campus, a tiered approach [30] has been established to define the appropriate response to any campus emergency. Each of the response levels is relative to the magnitude of the emergency. The approach is flexible enough to be used in an emergency response situation regardless of the size, type, or complexity of the emergency.

Level 5

Definition: Emergency incident that the lead responding department's Standard Operating Procedures (SOP) can handle and will be resolved within one operational period. While there may be some damage and / or interruptions, the conditions are localized, and the Incident Management Team (IMT) / Emergency Operations Center EOC does not need to be activated.

Action: The onsite lead department handles the situation following SOPs. The lead unit responding to an incident designates an Incident Commander (IC). If a situation requires additional resources the IC contacts Emergency Management to help monitor the situation and to provide additional guidance. The IC may choose to open a Command Post. If the incident has the potential to grow, the IC will notify Emergency Management. The EOC is placed on stand-by.

Level 4

Definition: Several resources are required to mitigate the incident. Incident limited to one operational period.

Action: IMT / EOC functions activated only if needed. No written Incident Action Plan (IAP) is required, but a documented operational briefing will be completed for all incoming resources.

Level 3

Definition: The emergency incident is severe and causes damage and/or interruption to LIT operations. Coordination of resources and campus services is needed to respond effectively. LIT may be the only affected entity. The incident may extend into multiple operational periods.

Action: The IC contacts Emergency Management to determine whether the IMT / EOC / Policy Group need to be activated. Emergency Management sets up the EOC and notifies support staff for assistance. If activated, the Policy Group representative convene at the Beeson Building 2nd Floor Conference Room. IC determines whether Section Chiefs need to be mobilized for the emergency. Some operations and classes may be suspended. Unified Command with City of Beaumont and/or Jefferson County may be implemented. An IAP is developed.

Level 2

Definition: The incident extends beyond LIT's capabilities. The incident extends into multiple operational periods.

Action: IMT is fully activated. A written IAP is required for each operational period. The EOP and EOC are fully activated. Normal College operations may be suspended. Staff vacations and planned leaves may be cancelled. The EOC coordinates with the City of Beaumont, Jefferson County and / or state agencies. Unified command is typically used to manage incident response.

Level 1

Definition: The emergency situation is a disaster condition, regionally or statewide, and LIT must full activate the IMT/EOC to address an immediate emergency response. Emergency conditions are widespread and LIT must be self-sufficient for a period up to 72 hours. LIT may request mutual assistance from City of Beaumont, Jefferson County, and / or state agencies.

Action: Unified command will be used to manage incident response. A written IAP is required for each operational period. LIT Liaison Officer may be sent to Beaumont EOC or state EOC. EOC may request assistance from an external incident management team to assist in managing the incident.

Roles and Responsibilities

The Emergency Operations Plan[31] explains that the President of the College makes the decision as to the appropriate level of response up to and including the evacuation of the campus.

Table 13.8-1 Crisis Management Team
President
Provost/Vice President for Instruction
Executive Vice President for Finance and Operations/Business Services (Chief Financial Officer)
Dean of Student Services
Director of Facilities
Director of Campus Safety
Director of Public Information and Marketing

Phases of Plan Operation

LIT's Operational Plans[32] are divided into four volumes. Each volume addresses a specific phase of emergency management.

Volume 1: Prevention – Mitigation Plan. This plan identifies hazards and vulnerabilities at LIT and proposes a strategy to mitigate risk and address recurring disasters.

Volume 2: Preparedness Plan. This plan provides requirements and guidance for each step of the emergency preparedness cycle, including planning, organization and equipment, training, exercise, and evaluation and improvement.

Volume 3: Emergency Operations Plan (EOP). The EOP describes the organization used by the College to respond to emergencies and disasters. It describes common incident management and response functions applicable in all-hazards response.

Volume 4: Recovery Plan (Business Continuity Plan). This plan describes the organization used by the College to recover from disasters. It is primarily targeted at large- and catastrophic – scale disasters but can be applied in any recovery situation.

Notification of the Emergency

LUPD must be notified of any emergency situations on campus. LUPD will respond, assess the situation, and immediately notify the President regardless of College wide impact. The President or Vice Presidents determine whether assembling the Crisis Management Team is warranted. The College uses Blackboard Connect and campus email to notify students, faculty, and staff about emergencies or dangerous situations believed to be an immediate threat to health or safety, including school closures related to weather or other circumstances. In the event of an emergency or need for the College to make a mass notification, all students, faculty and staff will be contacted electronically (emails and/or phones and/or text message). Notifications may also be released to area media by the College Public Information Office, posted on the front page of the College website, and posted to social media (Example 1[33], Example 2[34], Example 3[35], and Example 4[36]).

Crisis Management Team

The Crisis Management Team is convened should the President, or designee, determine the emergency event will have a wide-ranging or long-lasting effect. The Crisis Management Team will be the decision-making group throughout all phases of the emergency event and campus response.

The Crisis Management Team convenes in person or via telephone conference call or any combination. The team may seek input from individuals with direct information about the event.

The following management process for crisis situations will then be followed:

- The President or Vice Presidents must be informed immediately when the incident is reported. The President or Vice Presidents will contact the remaining Crisis Management Team members and initiate a meeting. The team must be ready to react quickly and must be reachable by cell phone 24 hours a day.
- Team meeting occurs with a review of all known information provided by the Director of Facilities, Dean of Student Services, Director of Campus Safety, LUPD representative, or any individual with direct information.
- The team will decide on a course of action, proper response, public statement, and appropriate activities.
- A single office will be designated to investigate the issue, and all staff members will work through that office. (Note: The office designated to investigate the issue will maintain documents that describe the actions taken.)

- The Director of Public Information and Marketing will handle all media contact and external inquiries as directed by the Crisis Management Team.

As events develop or change, the investigative team will communicate clearly before further action or further statements are issued. The investigative team may seek input from individuals with information or expertise the team deems valuable. The investigative team will update the Crisis Management Team. The Crisis Management Team will work with the Director of Public Information and Marketing to inform the campus community, media and the public of developments.

Damage Assessment

The damage assessment phase of the Hurricane Preparedness Plan[37] may begin at any time during the emergency event or disaster but will formally begin immediately after the event. An assessment of the damage caused by an emergency event or disaster will be necessary in order to develop a coordinated and prioritized response plan.

Assessment Team

The assessment team will convene immediately after the emergency event or disaster to assess the damage incurred during the event and to develop an immediate response plan. The Assessment Team consists of the Provost/Vice President for Instruction, Associate Vice President for Student, Executive Vice President for Finance and Operations/Business Services, Dean of Instruction, Director of Facilities, and Associate Vice President of Information Technology Services.

The following management process for damage assessment is followed:

- Director of Facilities assesses any damage to buildings and infrastructure and advises the team on available resources and timelines.
- Executive Vice President for Finance and Operations/Business Services estimates the need for emergency financial support/financial services.
- Executive Director of Campus Security contacts insurance representatives.
- Provost/Vice President for Instruction helps with damage assessments and develops strategies and timelines for resuming impacted classes.
- Campus Security will assess the need for additional security resources.

The Assessment Team may convene in person or via telephone conference call or any combination. The team may seek input from individuals with information or expertise the team deems valuable. The Assessment Team will update the Crisis Management Team. The Crisis Management Team will work with the Director of Public Information and Marketing to inform the campus community, media and the public of developments.

Disaster Response

A major emergency event or natural disaster may result in significant damage to the College's infrastructure and/or may cause significant disruption in the college's normal course of business. Damage and disruption can require significant resources and sustained efforts to remediate. If the damage assessments indicate it necessary, the Crisis Management Team may call for the Disaster Response Team and invoke the Business Continuity Plan[38].

Disaster Response Team

If the emergency event results in significant damage to campus facilities and infrastructure the Crisis Management Team may call for the Disaster Response Team. The Disaster Response Team members are Provost/Vice President for Instruction, Executive Vice President for Finance and

Operations/Business Services, Associate Vice President for Student Services, Dean of Instruction, Director of Facilities, Associate Vice President of Information Technology Services, Director of Finance, and Executive Director of Procurement Services.

The following management process for disaster response is followed:

- Director of Facilities begins coordination of damage repairs and reconstruction and advises the team on available resources and timelines.
- Executive Vice President for Finance and Operations/Business Services establishes emergency financial support, financial services, and contact with the insurance representative.
- Provost/Vice President for Instruction helps with damage assessments and develops strategies and timelines for resuming classes or reopening the campus and completing the academic term.
- Associate Vice President of Information Technology Services establishes emergency computing stations, assesses damage to computing services, assesses damage to telecommunications systems, and initiates repair procedures.

The Disaster Response Team convenes in person or via telephone conference call or any combination. The team may seek input from individuals with information or expertise the team deems valuable. The team updates the Crisis Management Team. The Crisis Management Team works with the Director of Public Information and Marketing to inform the campus community, media, and the public of developments.

Plan Review and Maintenance

The Crisis Management Team assembles following each emergency event to evaluate how the situation was handled and make recommendations to better handle similar situations in the future. Action Reports are generated as needed by the Crisis Management Team after each emergency event and updates to the plan are recommended.

Tabletop exercises[39] and/or drills testing specific parts of the plan are held by the Crisis Management Team annually. After-Action Reports[40] are generated by the Crisis Management Team after each exercise or drill and updates to the plan are recommended (Policy[41]). The Plan includes Evacuation Routes[42] for Jefferson, Orange, and Chambers Counties.

As stated in the Hurricane Preparedness Plan, Building Coordinators[43] are responsible for securing physical assets from storm damage. Physical assets generally include, but are not limited to, equipment and supplies required to support classroom, lab, and office functions. Identified buildings have equipment unique to that facility. A building-by-building evacuation checklist[44] has been developed. Coordinators are responsible for verifying completion of evacuation activities and must report their findings to their Dean or the Provost/Vice President for Instruction prior to personally departing the campus.

The following tasks are common to most buildings and must be performed prior to evacuation of the campus:

1. Equipment that can be damaged by water shall be covered by plastic bags or waterproof sheeting or placed in a closet or cabinet if one is convenient and/or available. Supplies will be provided by the Facilities Department. Building Coordinators shall determine in advance if plastic sheeting will be required and inform the Facilities Department of the estimated quantity.
2. Computers on the first floors of a building shall be covered by plastic bags (but not sealed) and placed on work stations. Computers on the upper floors of a building shall be bagged, but will remain on the floor.
3. All computers and peripheral equipment, as well as, all other electrical/electronic devices, shall be disconnected from their power sources (not just turned off). However, the computers and peripherals should remain connected to each other.
4. Perishable food and beverages shall be removed from refrigerators and freezers and the doors propped open.
5. All windows, doors, and vents shall be closed and, if possible, locked.

A list of Building Coordinators[45] is included in the LIT Hurricane Preparedness Plan.

Hazard Communication Program

LIT maintains an effective "Hazard Communication Plan"[46] in accordance with the current requirements of The Texas Health and Safety Code, Chapter 502 (Hazard Communication Act)[47]. The regulation is based on the premise "the health and safety of persons working in this state may be improved by providing access to information regarding hazardous chemicals to which those persons may be exposed during normal employment activities, during emergency situations, or as a result of proximity to the manufacture or use of those chemicals; and many employers in this state have established suitable information programs for their employees and that access to the information is required of most employers under the federal Occupational Safety and Health Administration's (OSHA) Hazard Communication Standard." This program as well as the regulation is otherwise referred to as the "Right to Know Law", which in effect is designed to provide knowledge, warning, protection, and training to employees who may be exposed to hazards of chemicals and other materials.

The Hazardous Communication Plan is available in Human Resources, the Facilities Office, the Office of Campus Safety, and in critical [48]areas[49] throughout[50] the campus. The Plan contains specific procedures on the handling of hazardous materials and required employee training. Hazardous Material training is available for all employees who work with or in close proximity to hazardous materials.

Information Technology Services

Information resources for the proper use, security, and risk management requires the active support and ongoing participation of individuals from all levels. It requires the support of executive, technical, and non-technical management, as well as all students, faculty, administrative and technical personnel whose duties or activities bring them in contact with critical, confidential, or sensitive information resources.

Conclusion

In conclusion, LIT has provided evidence that it takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. LIT has multiple systems in place to ensure the health, safety, and security of all students, faculty, staff, and visitors. Responsibility for ensuring health, safety, and security is spread across a variety of divisions and departments on campus.

Section 14 Transparency and Institutional Representation

- 14.1** The institution (a.) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy and (b.) ensures all its branch campuses include the name of that institution and make it clear that their accreditation is dependent on the continued accreditation of the parent campus. (*Publication of accreditation status*)[Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy in the Catalog & Student Handbook[1], on the LIT's webpage[2] devoted to the history of the institution, and in various publications. The LIT website also includes a LIT SACSCOC

Reaffirmation 2025 webpage which includes the accreditation statement[3]. Across all print and digital platforms, the following statement of accreditation is consistent with the SACSCOC Institutional Obligations for Public Disclosure[4].

Lamar Institute of Technology is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. Lamar Institute of Technology also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Lamar Institute of Technology may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Accurate Representation

The SACSCOC Institutional Obligations for Public Disclosure[4] policy statement mandates that LIT is “expected to be accurate in reporting to the public its status with SACSCOC and publish the name of its primary accreditor and its address and phone number in accordance with federal requirements.” Each time that the SACSCOC statement of accreditation appears in any LIT publication, it is consistent with this SACSCOC policy. The name, address, and phone number of the primary accreditor (SACSCOC) are published verbatim along with LIT’s specific degree levels awarded and consistently shown in the Catalog & Student Handbook[1], the website[5], and the SACSCOC Reaffirmation 2025[3] webpage.

Throughout LIT-published digital and print materials, the SACSCOC statement is identically displayed. There are no materials where the statement is incorrect or inconsistent. Should the statement ever be posted in error, it would be immediately redacted by the Director of Communications & Marketing and corrected. The Director of Communications & Marketing oversees the Office of Communications & Marketing which generates the College's advertising, marketing, and written and digital communication. This ensures that published information appropriately represents SACSCOC accreditation as institutional in nature, and not degree or program specific. Table 14.1-1 "Published SACSCOC Accreditation Status" lists the location of SACSCOC-related information and a brief description of the information presented.

Table 14.1-1 Published SACSCOC Accreditation Status	
Location	Description
College Website	<p>Lamar Institute of Technology publishes required accreditation status information in the accreditation section under "About"[5] tab on website and the webpage devoted to the History[2] of the institution. On these pages, LIT includes the full SACSCOC statement with contact information under the heading: Accreditation. This page separates the information concerning LIT’s institutional accreditation from the list of program accreditations to clearly delineate the varied accreditations that exist. The institutional accreditation includes the statement for SACSCOC.</p> <p>The Accreditation page includes the full SACSCOC statement with contact information, provides lists of programs and off-campus instructional sites as well as a distinct list of programmatic accreditations. Since LIT is one college with off-campus instructional sites and the added option of distance learning, the institutional accreditation is all-encompassing to LIT, regardless of location or modality, as stated on the Accreditation page[6].</p>

College Catalog and Student Handbook	The entire SACSCOC statement appears on the first page of the Catalog and Student Handbook[1].
Other Print /Digital Materials	The entire SACSCOC statement appears on the back of LIT transcripts[7]. The entire SACSCOC statement appears in Policy 2.26 "Publications Policy"[8]

Off-Site Locations

Lamar Institute of Technology does not have branch campuses, as defined in the SACSCOC Institutional Summary Form for Compliance Certification which states that:

An instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority.

On the Accreditation page[6] of LIT's website, it states that "The accreditation for LIT includes all of its off-campus instructional sites and the distance learning option that several programs utilize for instruction." At off-campus instructional sites, the College logo is included on LIT signage and materials as shown in Figure 14.1-1 "Campus Signage." There are no unique logos or exclusive site branding for each individual site location; all sites share the same universal branding.

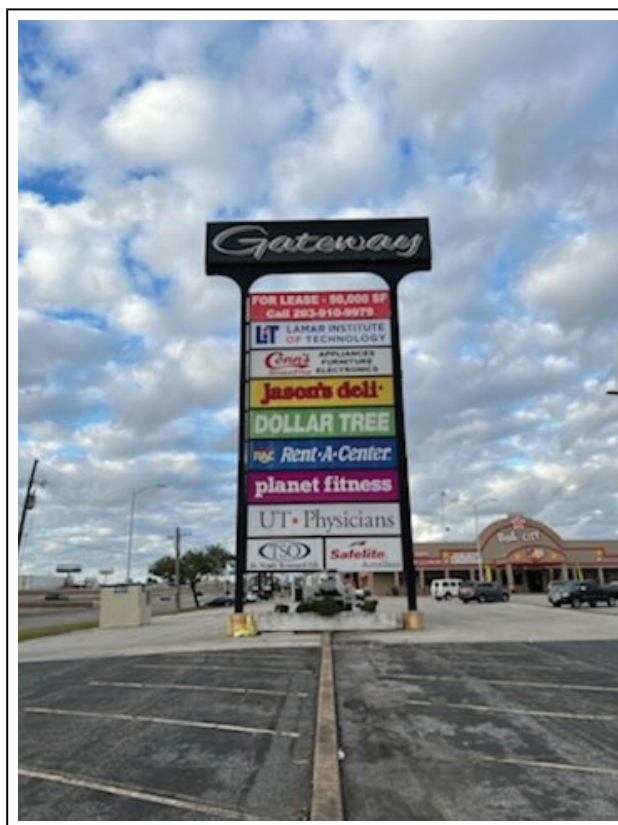


Figure 14.1-1 "Campus Signage"

- 14.2** The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC's policy. (*Substantive change*)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC policy. Texas State University System Rules and Regulations, Chapter IV. Presidents of the Components, Section 2. Authority, Duties and Responsibilities, Subsection 2.2. Delegation of Authority[1] identifies the duties and responsibilities of the President of each Component, which includes "developing and maintaining efficiency and excellence within the Component, including maintenance of appropriate accreditations." To this end, the President has implemented a revision of Policy 2.43 "Substantive Change"[2]. This policy states that "LIT will seek SACSCOC approval or make notification of changes in accordance with the SACSCOC Substantive Change Policy." This policy and procedure provides guidance to "ensure all substantive changes are reported to SACSCOC in a timely fashion." This procedure covers all types of potential substantive changes, such as those identified in the *SACSCOC Sub Changes Identified*[3] and *Quick Reference - Sub Change Types and Sub Change Restriction*[4] guides which have been distributed to executive administration and instructional leaders. The information in the guides has been extracted from the SACSCOC Substantive Change Policy to provide easily accessible reference to assist in the decision making process. Table 14.2-1 illustrates how the process works.

Table 14.2-1 Notification and Action Responsibilities		
Process Steps	Appropriate Person(s) Involved	Artifact
College committees and departments will remain aware of current SACSCOC substantive change policies and will notify the IAL of initiatives that may constitute a substantive change.	Curriculum Review Committee <ul style="list-style-type: none"> IAL is an Ex-Officio member. 	Minutes[5]
	Departments <ul style="list-style-type: none"> IAL meets with department chairs, Deans of Instruction, Director of Dual Credit and Director of Online Learning at their regularly scheduled meetings 	Email[6]
	Executive Team <ul style="list-style-type: none"> IAL is a member of the Executive Team 	Minutes[7]
The College's SACSCOC Accreditation Liaison will be responsible for coordinating the substantive change reporting.	IAL	SCDD[8] NPPN[9]
The Executive Team will be made aware of recommended substantive changes.	Executive Team	Minutes [10]

Substantive changes will be submitted to the Texas State University System (TSUS) Board of Regents, Texas Higher Education Coordinating Board (THECB), and SACSCOC according to their procedures.	TSUS Board of Regents <ul style="list-style-type: none"> LIT requests approval through sub-committee and full Board of Regents 	Agenda [11] Minutes [12]
	THECB <ul style="list-style-type: none"> LIT submits appropriate forms for approval as warranted by the type of change. 	Program Application [13]
	SACSCOC <ul style="list-style-type: none"> IAL submits appropriate notification or prospectus. 	Notification [14]
Substantive change initiatives, notifications and statuses are maintained by the accreditation liaison	Accreditation Liaison	See Table 14.2-2 below

Since the last reaffirmation, 46 substantive changes have been reported to SACSCOC. Table 14.2-2 "Substantive Changes Since Last Reaffirmation" shows the year, type of substantive change, and program(s)/site(s) affected.

Table 14.2-2 Substantive Changes Since Last Reaffirmation				
Year	Case ID	Sub-C Type	Program/Site(s)	Artifact
2015	-	New Program-Notification	Business AA Criminal Justice AS	X[15]
2016	-	New Program-Notification	Biological Science AS Mathematics AS Computer Information Systems AS	X[16]
2016	-	Program Closure-Notification	Restaurant and Institutional Food Management Cert Child Care and Development Cert	X[17]
2017	-	OCIS 50% or More of Program	Silsbee High School	X[18]
2017	-	New Program-Notification	Emergency Medical Technician Cert Academic Core Curriculum Cert Medical Coding Cert	X[19]
2017	-	OCIS 50% or More of Program	Beaumont Independent School District Early College High School	X[20]
2018	-	OCIS Relocation - Non-Branch	Fire Training Grounds	X[21]
2018	-	New Program-Notification	Cyber Security AAS Cyber Security Cert	X[22]
2018	SC004123	OCIS Relocation - Non-Branch	Fire Training Grounds	X[23]
		OCIS Name or Address	Taylor Career and Technology	

2019	SC006172	Change	Center	X[24]
2019	SC005571	Not Elsewhere Categorized	Jasper Higher Education Center Newton High School Hamshire-Fannett High School Kirbyville High School Burkeville High School	X[25]
2019	SC004837	Significant Departure Program	Automotive Collission Repair Cert	X[26]
2019	SC004836	Significant Departure Program	Graphic Design AAS Graphic Deisgn Cert	X[27]
2019	SC007848	Significant Departure Program	Cosmetology	X[28]
2020	SC009753	Temporary Emergency Relocation of Instruction	Online Learning	X[29]
2021	SC012621	OCIS 50% or More of Program	Ross S. Sterling High School	X[30]
2021	SC012622	OCIS 50% or More of Program	Deep East Texas College and Career Alliance Center	X[31]
2021	SC012623	OCIS 50% or More of Program	Burkeville High School	X[32]
2021	SC014770	OCIS 50% or More of Program	Lumberton High School Newton High School Woodville High School	X[33]
2021	SC012575	Significant Departure Program	Commercial Electrical Technology AAS Commercial Electrical Technology Cert II Commercial Electrical Technology Cert I	X[34]
2021	SC012582	Significant Departure Program	Plumbing Technology Cert	X[35]
2021	SC012661	Significant Departure Program	Engineering Technology AS	X[36]
2021	SC016238	New Program-Notification	Health Science AS	X[37]
2021	SC016239	New Program-Notification	Teaching AA	X[38]
2022	SC017437	Method of Delivery-Notification	Process Operating Cert	X[39]
2022	SC017152	OCIS Approval Extensive Review	Gateway Shopping Center	X[40]
2022	SC017436	New Program-Notification	Analyzer Technology AAS	X[41]
2022	SC016987	OCIS Notification	Gateway Shopping Center	X[42]
2022	SC019482	OCIS Notification	Westbrook High School Stuart Technical High School Beaumont United High School Hardin Jefferson High School	X[43]
2022	SC017144	OCIS Approval Extensive Review	Goose Creek Memorial High School Robert E. Lee High School	X[44]
2022	SC017149	OCIS Approval Extensive Review	Kashmere High School Yates High School	X[45]

2023	SC023904	OCIS Notification	Evolution Academy Charter School Warren High School Kingwood High School	X[46]
2023	SC018992	New Program-Approval	Logistics and Supply Chain Management AAS Logistics Management Cert	X[47]
2023	SC024854	New Program-Approval (pending)	Nursing AAS	X[48]
2023	SC024860	OCIS Notification	Anahuac High School Kountze High School Monsignor Kelly Catholic High School	X[49]
2023	SC024866	New Program-Notification	Mechatronics AAS	X[50]
2023	SC024867	New Program-Notification	Data Analytics AAS Data Analytics Cert	X[51]
2024	SC025113	OCIS Approval Limited Review (pending)	Falfurrias High School	X[52]
2024	SC025114	OCIS Approval Limited Review (pending)	Westbrook High School Harmony Science Academy	X[53]
2024	SC025115	OCIS Approval Limited Review (pending)	Kirbyville High School Spurger High School	X[54]
2024	SC025116	OCIS Approval Limited Review (pending)	Stuart Technical High School	X[55]
2024	SC025117	OCIS Approval Limited Review (pending)	Anahuac High School	X[56]
2024	SC025118	OCIS Approval Limited Review (pending)	Kountze High School Hardin Jefferson High School	X[57]
2024	SC025119	New Program-Approval (pending)	Esthetics Cert	X[58]
2024	SC025120	OCIS Closure (pending)	Commercial and Residential Construction Technology	X[59]
2024	SC025741	Program Closure	Office Technology AAS Office Technology - Clerical Cert	X[60]

- 14.3** The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. (Comprehensive institutional reviews) [Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites. The College has no branch campuses and does not offer correspondence education. Table 14.3-1 "Application of Standards to Distance Education and Off-Site Locations" provides a discussion on how distance education and/or off-site locations are addressed in various standards. For ease of review, a hyperlink to the source standard is provided.

Table 14.3-1 Application of Standards to Distance Education and Off-Site Locations

Standard	Topic	Discussion
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Faculty		
6.2.a[1]	Faculty Qualifications	Faculty at all sites via all modes of delivery are included in the faculty roster.
6.2.c[2]	Program Coordination	The department chairperson, program director, and lead faculty oversee programs in all modalities (e.g., face-to-face, hybrid, and online) as well as all off campus site locations within their area of oversight.
6.3[3]	Faculty Appointment and Evaluation	Regardless of the mode of delivery (distance learning and/or face-to-face), faculty are evaluated using the same process. Adjunct faculty members are evaluated by the instructional supervisor, or their designee, once per term using the same evaluation instrument and the feedback procedures as those for full-time faculty.
6.5[4]	Faculty Development	Regardless of the mode of delivery (distance learning and/or face-to-face) or employment status (full-time or adjunct), all faculty members are provided ongoing professional development opportunities.
Institutional Planning		
7.1[5]	Institutional Planning	LIT's Strategic Goals are related to the growth and development of off-campus sites and distance education: <ul style="list-style-type: none"> • Increase student access, success, and reduce dept • Be more responsive to the community and industry • Promote Institutional excellence
7.2[6]	QEP	The scope of the QEP includes all students regardless of modality or location.
Student Achievement		
8.1[7]	Student Achievement	For the purposes of assessing student achievement the College looks holistically at all modes of instruction at all campus sites through the College's core indicators of effectiveness.
8.2.b[8]		In accordance with SACSCOC Policy "Distance and Correspondence Education," all general education courses, regardless of modality, location, and student

	Student Outcomes: General Education	type (e.g., transfer) are included in LIT's general education assessment process.
Educational Policies, Procedures, and Practices		
10.1[9]	Academic Policies	The College's policies and procedures accurately represent and apply to all educational programs and services, regardless of location, delivery method, or type of student.
10.2[10]	Public Information	Lamar Institute of Technology (LIT) makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. This information is accessible to all students regardless of delivery location or mode of instruction (e.g., face-to-face, hybrid, and online) through the LIT Catalog and Student Handbook and the College's website.
10.6[11]	Distance and Correspondence Education	<p>The student identification verification for admissions is the same for on campus, off-campus and online students.</p> <p>In addition to initial verification of student identity, when the instructor of a distance education or face-to-face course decides to use a proctored online exam, there are two options available (the LIT Testing Center or Respondus Monitor) to ensure that the student who registered for the course or program is the one participating in online examinations and other assessments.</p> <p>Lamar Institute of Technology (LIT) has written policies and procedures for protecting the privacy of students enrolled in distance education courses and programs. These policies and procedures are the same for all students regardless of course modality.</p> <p>Students at LIT incur no additional charges associated with student identity verification.</p>
		Awarding of credit is based on the Texas Higher Education Coordinating Board (THECB) guidelines established in the Academic Course Guide Manual (ACGM), Workforce Education Course Manual (WECM), Guidelines for Instructional Programs in Workforce Education (GIPWE), and the Texas Common Course Numbering System (TCCNS). Awarding of credit is based on student learning outcomes, the level of rigor, and the anticipated student

10.7[12]	Policies for Awarding Credit	<p>workload. Once credit is assigned, the same amount of credit is awarded regardless of the modality or location of instruction.</p> <p>The College seeks to maintain equal academic rigor between on-campus, distance education, and off-campus instruction. Periodic course, program, and modality evaluations determine if the academic success rate, retention rate, and student satisfaction rates are comparable in distance education and traditional courses. Distance education courses are evaluated prior to the course being offered as described in the Distance Learning Handbook. The definition of credit hour for approved distance education courses is the same as for a traditional course.</p>
Academic Governance		
10.4[13]	Academic Governance	<p>Faculty have a primary role in academic and governance matters, regardless of mode of delivery or campus location, that include:</p> <ul style="list-style-type: none"> • Recommending and providing input in establishing/updating policies and procedures • Participating in senior leadership team meetings /functions (via the Faculty Senate) • Developing and approving educational programs • Initiating curricular changes • Leading the Curriculum Review and Academic Quality Committees • Implementing, assessing, and evaluating program improvements
Library and Learning/Information Resources		
11.1[14]	Library and Learning /Information Resources	<p>Students at off-campus sites and online education students benefit from the fact that access to virtually all but the library's print collection is immediately available via the Gray Library's webpage[15].</p> <p>All actively enrolled Lamar Institute of Technology students and all faculty members are assigned a Lamar Electronic Account (LEA)[16] by the Information Technology Department at Lamar University. This account includes a username and password for students and faculty to use to access the online research databases, e-books and e-journals available through the Gray Library website and online public access catalog. Access to the online public access catalog itself does not require a log-in. Additionally, online students who need a physical book or journal article that is not available electronically may request</p>

		<p>the item through Interlibrary Loan, and the requested materials will be mailed to the requester.</p> <p>Furthermore, students and faculty can obtain a free <i>TexShare</i> borrower's card[17] in person from Gray Library's Circulation Department. This card allows students and faculty to check out books at more than 500 participating academic and public libraries throughout the entire state of Texas[18], essentially making these additional libraries' print collections as available to them as the resources in their own home library.</p>
11.2[19]	Library and Learning /Information Staff	<p>For instruction and research services, the Instruction unit can fill all requests for instruction from the Lamar Institute of Technology. Research, Engagement and Learning have local librarians available during high traffic times to field research questions. The rest of the time is complemented by a live 24/7 chat service that is operated from librarians at other institutions around the world. Any requests fielded at that time that requires local support is processed through a ticketing system and addressed the next morning.</p>
11.3[20]	Library and Learning /Information Access	<p>The library strives to maintain appropriate service levels for all students, whether on campus or online. Electronic materials are available to all students, regardless of location, and the library's Interlibrary Loan department will mail resources from the library's print collection to distance education students. Students, faculty and staff have full access to both the physical and digital library collections and resources.</p> <p>Library personnel are available to provide individualized research support and answer questions to assist users in locating the information they need as well as assist them in learning and utilizing the databases' software and other technologies. Additional support is available 24 hours a day, seven days a week through the library's participation in a 24/7 co-operative research support service.</p>
Academic and Student Support Services		
		<p>The College offers a full range of student services support to all levels of students at every off-campus instructional site and high school dual-enrollment sites, as well as through distance education. These programs, services, and activities are accessible face-to-face, online, by phone, text message, Blackboard</p>

12.1[21]	Student Support Services	<p>Connect™, and video conferencing. Examples include the advising of students (face-to-face and through video conferencing), the hosting of College financial aid services (face-to-face and online), and holding job fair activities (face-to-face and online).</p> <p>All students, including distance learners, have access to resources and services of the library both on-site and via the College's website. The Library is staffed by full and part-time professional librarians and support staff to assist students, faculty, and the general public during hours of operation. Additional support is available 24 hours a day, seven days a week through the library's participation in a 24/7 co-operative research support service.</p> <p>LIT's Online Support Desk provides 24/7 assistance for staff, faculty and students. Qualified staff are available to assist instructors in building and maintaining online (asynchronous and synchronous), hybrid and web-enhanced courses. Interactive online tutoring services are provided free to all students via Tutor.com, which offers online assistance 24/7; anywhere at anytime. Students have access to on-demand, 1-to-1 tutoring for more than 250 subjects, multimodal support (text, voice, and audio) and a writing center.</p> <p>Online Learning help desk and IT support can be obtained via phone or online for online services, online courses, software assistance, and multimedia production.</p>
Student Written Complaints		
12.4[22]	Student Complaints	<p>Lamar Institute of Technology publishes and disseminates information concerning student complaints to the campus community which are accessible in the LIT Catalog[23] and on the College's Website[24]. All LIT students have the same complaint procedures regardless of instructional mode of delivery (face-to-face, hybrid, or online), type (dual enrollment, transfer, occupational, transient, or traditional), or location (main or off-campus instructional sites).</p>
Physical Resource		
13.7[25]	Physical Resources	<p>The College maintains the infrastructure needed to support distance learning and all off-campus center needs, including a robust network, learning management system portal, and qualified support staff.</p>

Institutional Environment		
13.8[26]	Institutional Environment	<p>The President appoints the members of the Safety Committee. The committee is comprised of faculty and staff. The Safety Committee advises and informs the administration on safety concerns and issues. Likewise, administration uses the committee as a conduit to provide information to the campus community regarding safety matters.</p> <p>LIT recognizes that a safe and secure environment is critical to maintaining a climate that is conducive to learning. Lamar University Police Department (LUPD) and the LIT Safety department are responsible for campus security at LIT.</p> <p>The buildings and facilities of Lamar Institute of Technology are available for general use by LIT employees and students for educational purposes. Under normal circumstances, the buildings will be opened (outside doors unlocked) for business, scheduled activities, classes, labs and library hours as required. After 9:00 p.m. and before 6:00 a.m., access is restricted on all doors. During operational hours, only the main entrances of each building are unlocked to allow entry. All other building doors are locked for added building security.</p> <p>The College uses Blackboard Connect and campus email to notify students, faculty and staff about emergencies or dangerous situations believed to be an immediate threat to health or safety, including school closures related to weather or other circumstances. In the event of an emergency or need for the College to make a mass notification, all students, faculty and staff will be contacted electronically (emails and/or phones and/or text message).</p>
Transparency and Institutional Representation		
14.1[27]	Publication of Accreditation Status	<p>LIT publishes and disseminates information concerning its accreditation status to the campus community which are accessible in the Catalog and Student Handbook and on the College's website. All students, regardless of instructional mode of delivery (face-to-face, hybrid, or online), type (dual-enrollment or traditional), or location (main or off-campus instructional sites).</p> <p>On the Accreditation page of LIT's website, it states that "The accreditation for LIT includes all of its off-campus instructional sites and the distance learning</p>

		option that several programs utilize for instruction.” At off-campus instructional sites, the College logo is included on LIT signage and materials. There are no unique logos or exclusive site branding for each individual site location; all sites share the same universal branding.
14.3	Comprehensive Institutional Review	Lamar Institute of Technology (LIT) applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites.

- 14.4** The institution (a.) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b.) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy "Accrediting Decisions of Other Agencies".) (*Representation to other agencies*)[**Off-Site/On-Site Review**]

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) represents itself accurately to all U.S. Department of Education (USDOE) recognized accrediting agencies with which it holds accreditation and informs those agencies of any change of accreditation status, including the imposition of public sanctions.

Accurate Representation

Lamar Institute of Technology (LIT) is accredited by the Southern Association of Colleges and School Commission on Colleges. The College has not sought, and does not hold, institutional accreditation from more than one USDOE-recognized accrediting body. From a programmatic perspective, the College has sought and received accreditation from the following professional accrediting agencies which are recognized by the USDOE. Table 14.4-1 "LIT Programs Accredited by USDOE-Recognized Agencies" lists the programs accredited by USDOE recognized agencies and a hyperlink to how the College is listed on their website, indication of negative actions, reaffirmation date, and hyperlinks of evidentiary documents. The hyperlinks in the table provide evidence that the College describes itself identically to all accrediting agencies.

Program	Agency	Negative Actions	Reaffirmation Date	Documentation
Dental Hygiene	American Dental Association Commission on Dental Accreditation[1]	N	2019	Self-Study[2] Survey[3]
Radiologic Technology	Joint Review Committee for Education in Radiologic Technology[4]	N	2023	Self-Study[5] Award Letter[6]

Accreditation Status Changes

Lamar Institute of Technology policy 2.52 "Accreditation"[7] states that "Lamar Institute of Technology, as an accredited institution of higher education, will maintain accreditation with the Southern

Association of Colleges and Schools Commission on Colleges (SACSCOC) and will comply with all criteria and requirements therein stipulated. Various programs may also have discipline- or program-specific accreditation." This policy further states that "the institutional liaison is responsible for ensuring that other accreditors are notified when a change in accreditation status occurs, including imposition of public sanctions or voluntary withdrawal from accreditation."

- 14.5** The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current Principles of Accreditation. **(Policy compliance)**

(Note: For applicable policies, institutions should refer to SACSCOC website <http://www.sacscoc.org>)

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) complies with all Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policy statements pertaining to new or additional obligations that may arise which are not part of the standards in the current Principles of Accreditation: Foundations for Quality Enhancement (sixth edition, first printing, December 2017)[1].

The College's institutional liaison ensures that LIT complies with all SACSCOC policy statements by regularly checking the SACSCOC website and keeping physical[2] and electronic[3] desk copies of all policies, guidelines, good practices, and position statements. This is updated whenever additions, revisions, and deletions occur to any of these items. The institutional liaison also maintains a digital file of all emails sent from SACSCOC that include information about new or revised policies since the publication of the SACSCOC Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement (2018)[4]. Table 14.5-1 "New SACSCOC Policy Revisions and New Policies Since Publication of the Resource Manual (2018)" provides a list of all new policies and policy revisions since its publication.

Table 14.5-1 SACSCOC Policy Revisions and New Policies Since Publication of the <i>Resource Manual</i> (2018)	
Date	Policy Revision or New Policies
2018/03/01	Core Requirement 5.1: Documenting an Alternative Approach[5]
2018/06/01	Separate Accreditation for Units of a Member Institution [6]
2018/07/01	Agreements Involving Joint and Dual Academic Awards[7]
2018/08/01	Deadlines for Reports and Profiles[8]
2018/08/01	Direct Assessment Competency Based Educational Programs[9]
2018/08/01	Governing, Coordinating, and Other State Agencies: Representation on Evaluation Committees[10]
2018/08/01	Mission Statement of the Commission[11]
2018/08/01	Reimbursement for Expenses[12]
2018/08/01	Third-Party Comment by the Public[13]
2018	

/12/01	Dual Enrollment[14]
2019 /12/08	Differentiated Review Process[15]
2019 /12/08	Military Institutions[16]
2020 /09/03	Antitrust Compliance[17]
2020 /09/03	Distance and Correspondence Education[18]
2020 /09/03	Enrollment Growth Institutions[19]
2020 /09/03	Quality and Integrity of Educational Credentials[20]
2020 /09/09	Emergency Temporary Relocation of Instruction[21]
2020 /12/08	Appeals Procedures of the College Delegate Assembly[22]
2021 /06/17	Accrediting Decisions of Other Agencies[23]
2021 /06/17	Administrative Procedures for Meetings of the Committees on Compliance and Reports[24]
2021 /06/17	Integrity and Institutional Obligations to SACSCOC[25]
2021 /06/17	SACSOC Flexibilities Policy regarding COVID-19[26]
2021 /12/02	Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status[27]
2021 /12/02	Seeking Accreditation at a Higher or Lower Degree Level[28]
2022 /03/09	Reaffirmation of Accreditation and Subsequent Reports[29]
2022 /03/09	Requests for a Period of Noncompliance[30]
2022 /03/09	Standing Rules: SACSCOC Board of Trustees, Executive Council, and the College Delegate Assembly[31]
2022 /03/09	Title IV Program Responsibilities[32]
2022 /03/09	Unsolicited Information[33]
2022 /08/23	Quality Enhancement Plan[34]
2022 /08/23	Special Committee Procedures and Team Report[35]
2022 /12/04	Arbitration of Adverse Actions[36]
2022 /12/04	Documents Submitted for SACSCOC Review[37]
2022 /12/04	Observers on Reaffirmation On-site Review Committees[38]

2023 /03/09	Accreditation Records Retention, Maintenance and Destruction Policy for SACSCOC[39]
2023 /03/09	Ethical Obligations of Evaluators[40]
2023 /03/09	Ethical Obligations of Members of SACSCOC Board of Trustees[41]
2023 /03/09	Ethical Obligations of SACSCOC Staff[42]
2023 /03/09	Fifth-Year Interim Report[43]
2023 /03/09	Institutional Obligations for Public Disclosure[44]
2023 /03/09	Policies, Guidelines, Good Practices, and Position Statements: Definitions for Accreditation Purposes[45]
2023 /03/09	Sanctions, Denial of Reaffirmation, and Removal from Membership[46]
2023 /03/20	Substantive Change Policy and Procedures[47]
2023 /06/21	Accreditation Procedures for Applicant Institutions[48]
2023 /06/21	Core Requirement 3.1.b: Documenting an Alternative Approach[49]
2023 /06/21	Disclosure of Accrediting Documents and Actions of SACSCOC[50]
2023 /06/21	Dues, Fees and Expenses[51]
2023 /06/21	Litigation: Institutional Obligations[52]
2023 /12/05	Complaint Procedures Against SACSCOC or Its Accredited Institutions[53]
2023 /12/05	Credit Hours[54]

An example of acting upon new or additional institutional obligations that arise that are not part of the standards in the current Principles of Accreditation occurred during the compilation of this Compliance Certification. On September 11, 2023, Dr. Wheelen distributed an email[55] highlighting proposed changes to the SACSCOC Principles. After the SACSCOC annual meeting, LIT received a follow-up email[56] from Dr. Parrish on December 13, 2023 that advised LIT would need to submit an addendum to our Compliance Certification that would address changes to Standard 12.5. LIT has completed that addendum[57] and submitted it with the Compliance Certification.

The College used the third edition, 2018 printing of the SACSCOC *Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement*[4] as its template for writing this Compliance Certification for Reaffirmation.

14.5.a "Reaffirmation of Accreditation and Subsequent Reports"

Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role with in that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) complies with the policies of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). LIT[1] is a member of The Texas State University System (TSUS)[2], which was formed in 1911 and is the oldest college governance system in Texas. The TSUS currently consists of seven institutions: Lamar State College Port Arthur, Lamar State College Orange, Lamar Institute of Technology, Lamar University, Sul Ross State University, Sam Houston State University, and Texas State University.[3] The system is unique in Texas in that it includes both 2-year colleges (Lamar State College Port Arthur, Lamar State College Orange, and Lamar Institute of Technology) and comprehensive universities (Lamar University, Sul Ross State University, Sam Houston State University, and Texas State University).

The TSUS Mission[4] is "to provide high-quality, affordable degree and credential programs that meet the needs of Texas' diverse and fast-growing economy". The general purpose of the System[5] is to provide "centralized support such as legal counsel, accounting, audit, academic program planning, contract administration, government relations and communications services."

As detailed in Core Requirement 4.1[6], the Texas Legislature, which is given the duty and authority to provide for the maintenance, support, and direction of The Texas State University System, has delegated to the Board of Regents the responsibility for Lamar Institute of Technology as defined in Texas Education Code, Title 3. Higher Education, Subtitle E. The Texas State University System, Chapter 96. Institutions of the Texas State University System, Subchapter E. Lamar University and Related Institutions, Sec. 96.703 Lamar Institute of Technology[7]. Lamar Institute of Technology is governed by the Board of Regents of The Texas State University System as described in TSUS Rules and Regulations, Chapter I. The Board of Regents, 2. Authority[8]. TSUS Rules and Regulations, Chapter I. The Board of Regents, 3. Composition[9] establishes "the Board is composed of nine members appointed by the Governor of Texas with the advice and consent of the State Senate." In addition, a non-voting student regent is appointed to serve on the board.

In 2010 the Board appointed Dr. Brian McCall as Chancellor. TSUS Rules and Regulations, Chapter II. System Administration, 3. Officers of the System Administration[10] establishes the Chancellor, Dr. McCall, as the chief executive officer of the Texas State University System. The presidents of the TSUS institutions report to the Chancellor. The TSUS offices are located in Austin, Texas. As detailed in Standard 4.2.b[11], the Board of Regents plays an active role in the "general control and management of the Components in the system"[12]. The Board of Regents holds quarterly meetings [13] at which time the institutions are informed of policy changes and/or provided opportunity to present and gain approval for different operations on an institution's campus. For example, the BOR recently approved curriculum changes and reaffirmed the LIT mission at its November 2023 Board meeting[14].

In February 2023, TSUS in collaboration with the three two-year Lamar State Colleges[15] (Lamar Institute of Technology, Lamar State College - Orange, and Lamar State College - Port Arthur), introduced a Shared Business Services Model. The three two-year colleges, in coordination with the Texas State University System Administration, chose to expand our efficiency due to increasing demands on our business services. It is believed that an increased coordination and alignment will position the three colleges to effectively and efficiently face the future.

The Shared Business Services Model[16] enhances campus-wide services and efficiencies, while providing employees opportunities for continued professional development. TSUS is planning a phased implementation by functional area (Information Technology, Information Security, Risk Management and Campus Security, Payroll, Human Resources, Purchasing, Accounts Payable,

Grants Management, Property Management, Physical Plant/Construction Management, and Accounting/Financial Reporting), with the full implementation expected within the next twelve months. The Executive Vice President for Business Services will host stakeholder meetings to gather input and assistance prior to the onset of each respective implementation.

By aligning all shared top leaders to report to a single Vice President of Business Services (ITS, Safety, Procurement, Financial Services, Fiscal Management Services, and Human Resources), the following benefits will accrue to all three two-year colleges:[17]

- Increased unity between the colleges,
- Decreased silos and confusion by supporting the concept of one team,
- Alignment with the original governance model established by TSUS,
- Strengthened infrastructure, and
- Clarified communication lines

To ensure that the financial resources of the institution are used to provide a sound educational program, the TSUS Rules and Regulations require "Summaries of the proposed Annual Operating Budgets for the subsequent fiscal year shall be prepared and submitted to the Board at its August meeting for review and approval." [18] (August 2023 Minutes)[19]

The current members of the TSUS Board of Regents[20] represent a diverse assembly of men and women from various walks of life, education backgrounds and personal interests and therefore, the board is not controlled by a minority of interests.

14.5.b "Separate Accreditation for Units of a Member Institution"

Applicable Policy Statement. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. No response is required by the institution.

Compliance Status: Compliant

Narrative

Lamar Institute of Technology does not have any autonomous extended units underneath its control. Therefore, this SACSCOC Policy Statement is not applicable to Lamar Institute of Technology.

Part 4. Institutional Summary Form Prepared for Commission Reviews

Institutional Summary Form Prepared for Commission Reviews

Institutional Summary Form The "Institutional Summary Form Prepared for Commission Reviews"

GENERAL INFORMATION

IS-A1 Institution Information

Compliance Status: Compliant

Name of Institution

Lamar Institute of Technology

Name, Title, Phone number, and email address of Accreditation Liaison

Ken Mason, Dean of Strategic Initiatives & Accreditation, 409-951-5722, kjmason@lit.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification

Robin Clements, Accreditation and Assessment Manager, 409-245-8902, raclements@lit.edu

IMPORTANT:

Accreditation Activity (Check one)

- Submitted at the time of Reaffirmation Orientation
- Submitted with Compliance Certification for Reaffirmation
- Submitted with Materials for an On-Site Reaffirmation Review
- Submitted with Compliance Certification for Fifth-Year Interim Report
- Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
- Submitted with Merger/Consolidations/Acquisitions
- Submitted with Application for Level Change

Submission date of this completed document: 2/23/2024

EDUCATIONAL PROGRAMS

IS-B1 Level of offerings

Compliance Status: Compliant

Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond Grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer

- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify)

IS-B2 Types of Undergraduate Programs (Check all that apply)

Compliance Status: Compliant

Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
- Other (Specify)

GOVERNANCE CONTROL

IS-C1 Governance Control

Compliance Status: Compliant

Check the appropriate governance control for the institution:

- Private (*check one*)
 - Independent, not-for-profit
Name of corporation OR
Name of religious affiliation and control:
 - Independent, for-profit *
If publicly traded, name of parent company:
- Public state *(*check one*)
 - Not part of a state system, institution has own independent board
 - Part of a state system, system board serves as governing board
 - Part of a state system, system board is super governing board, local governing board has delegated authority

- Part of a state system, institution has own independent board

** If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction."*

IS-D TITLE IV PARTICIPATION

Compliance Status: Compliant

IS-D1 Title IV Participation

Compliance Status: Compliant

Check the appropriate governance control for the institution:

- Institution participates in title IV, Higher Education Act programs
- Institution does NOT participate in title IV, Higher Education Act programs

** If an institution has changed or plans to change its title IV participation, it is required to notify SACSCOC. See SACSCOC policy, "Title IV Program Responsibilities," for additional information and direction for responding to standards under the "Principles of Accreditation."*

INSTITUTIONAL INFORMATION FOR REVIEWERS

IS-E1 History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

Compliance Status: Compliant

Narrative

In 1990, the Texas Higher Education Coordinating Board recommended that all two-year programs at Lamar University-Beaumont be combined into Lamar University Institute of Technology. The programs in the former College of Technical Arts, Allied Health, Office Technology, and Restaurant-Institutional Food Management were placed in the new institute.

On September 1, 1995, the Institute of Technology was established as an educational center at Lamar University and a member of The Texas State University System. The Texas Legislature changed the name of the institution to Lamar Institute of Technology (LIT) in 1999. Lamar Institute of Technology is one of three two-year schools in The Texas State University System. Lamar State College-Orange and Lamar State College-Port Arthur are also two-year colleges within the system. In an effort to minimize duplication of administrative services and given the proximity that LIT is to Lamar University, LIT initially shared many of its services (Admissions, Records, Library, Campus Security, and Human Resources) through an inter-component services Memorandum of Understanding (MOU) with Lamar University. As of September 1, 2022, LIT now houses its own Admissions, Records and Registrar offices. The institute continues to share Library and Campus Security services through an inter-component services MOU with Lamar University.

To be competitive in today's high-tech job market, continued education and training after high school are increasingly necessary. Located in Southeast Texas, in the heart of the petrochemical industrial region, LIT fulfills its mission by serving Southeast Texas with exemplary post-secondary career and technical programs. As an open admission, lower-division state institution of higher education, LIT offers associate degree and certificate programs in general education, technology, business, public service and safety, allied health, and continuing education certificate programs in workforce training.

The institution is funded by a combination of local tuition/fees, grants, and state appropriations. These funds allowed the campus to serve a diverse student body of 5,826 credit and 4,920 non-credit annual unduplicated students in FY23. The current student demographic is 55.0% female and 45.0% male, 29.0% full-time and 71.0% part-time enrollment (12 SCH = full-time) with an average age of 22 years. The minority enrollment of the college (61.5%) is higher than the three county (Jefferson, Hardin, and Orange) primary service area (43.7%) in which 90.0% of LIT's students reside.

IS-E2 List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

Compliance Status: Compliant

Narrative

Lamar Institute of Technology currently offers 3 Associate of Arts degrees, 4 Associate of Science degrees, 30 Associate of Applied Science degrees, and 41 Certificate Awards.

Associate of Applied Arts (AA) Degrees by Department		Graduates Fall 2022 & Spring 2023
Department of Business Technologies		
1	AA Business	15
Department of General Studies		
1	AA General Studies	65
2	AA Teaching	3
Associate of Science (AS) Degrees by Department		Graduates Fall 2022 & Spring 2023
Department of Allied Health and Sciences		
1	AS Biological Sciences	25
2	AS Health Sciences	6
Department of Public Service and Safety		
1	AS Criminal Justice	16
Department of Technology		
1	AS Engineering	0
Associate of Applied Science (AAS) Degrees by Department		Graduates Fall 2022 & Spring 2023

Department of Allied Health and Sciences		
1	AAS Child Care Development	7
2	AAS Dental Hygiene	23
3	AAS Diagnostic Cardiac Sonography	8
4	AAS Diagnostic Medical Sonography	8
5	AAS Health Information Technology	15
6	AAS Occupational Health and Safety	13
7	AAS Radiologic Technology	26
8	AAS Respiratory Care	23
Department of Business Technologies		
1	AAS Accounting Technology	9
2	AAS Computer Information Systems	2
3	AAS Cyber Security and Networking Technology	2
4	AAS Data Analytics	0
5	AAS Graphic Design	2
6	AAS Logistics and Supply Chain Management	0
7	AAS Management and Entrepreneurship	1
8	AAS Real Estate	5
Department of Public Service and Safety		
1	AAS Criminal Justice - Crime Scene Technician	5
2	AAS Criminal Justice - Security Threat Groups	2
3	AAS Emergency Management and Homeland Security	2
4	AAS Emergency Medical Services	6
Department of Technology		
1	AAS Advanced Engine	6
2	AAS Analyzer Technology	0
3	AAS Commercial Electrical Technology	0
4	AAS Computer Drafting Technology	20
5	AAS Heating, Ventilation & Air Conditioning	12
6	AAS Industrial Mechanics Technology	6
7	AAS Instrumentation Technology	47
8	AAS Mechatronics	0
9	AAS Process Operating Technology	81
10	AAS Welding Technology	10
Certificate Awards by Department		Graduates Fall 2022 & Spring 2023
Department of Allied Health and Sciences		
1	CERT2 Childcare Administrator	1
2	CERT2 Medical Coding Specialist	19
3	CERT1 Child Development Associate	54
4	CERT1 Environmental Technology	14

5	CERT1 Health Informatics	28
6	CERT1 Occupational Safety and Health	14
7	CERT1 Pharmacy Technician	9
Department of Business Technologies		
1	CERT1 Accounting Technology	3
2	CERT1 Cosmetology Operator	26
3	CERT1 Culinary Arts	34
4	CERT1 Cyber Defense and Support Technology	0
5	CERT1 Data Analytics (<i>new</i>)	0
6	CERT1 Game Design Development	0
7	CERT1 Graphic Design	24
8	CERT1 Logistics Management	0
9	CERT1 Management and Entrepreneurship	0
10	CERT Real Estate	12
11	CERT SWIFT Programming	0
Department of General Education and Developmental Studies		
1	CERT1 Academic Core Curriculum	9
Department of Public Service and Safety		
1	CERT2 Emergency Medical Services - Paramedic	2
2	CERT1 Fire Protection Technology	39
3	CERT1 Law Enforcement Police Academy	48
4	CERT1 Criminal Justice: Crime Scene Technician	1
5	CERT1 Criminal Justice: Security Threat Groups	1
6	CERT1 Emergency Management and Homeland Security	0
7	CERT1 Emergency Medical Technician	1
Department of Technology		
1	CERT2 Commercial Electrical Technology	0
2	CERT2 Pipe Welding	10
3	CERT1 Advanced Engine - Diesel	2
4	CERT1 Air Conditioning	26
5	CERT1 Analyzer Technology	0
6	CERT1 Automotive Collision Repair	14
7	CERT1 Electrical Technology	0
8	CERT1 Electronic Instrumentation	0
9	CERT1 Industrial Mechanics Technology	0
10	CERT1 Plumbing Technology	0
11	CERT1 Process Operations	2
12	CERT1 Residential HVAC Installation	8
13	CERT1 SMAW Welding	55
14	CERT1 Structural Welding	15
15	CERT1 Utility Line Technology	30

LIT does not offer any credit, non-credit, or pathways English as a Second Language (ESL) programs.

IS-E3 Off-Campus Instructional Locations and Branch Campuses

List all locations where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

Compliance Status: Compliant

Narrative

Table 1: Off-campus instructional sites- a site located geographically apart from the main campus at which the institution offers **50 % or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported to and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Beaumont Independant School District - Early College High School	3410 Austin St., Beaumont, TX, United States	July 26, 2017	August 2017	AA General Studies AS Criminal Justice AS Biological Science AA Business Academic Core Curriculum CERT	YES
Burkeville High School	231 County Rd. 2099, Burkeville, TX, United States	May 21, 2021	August 2021	SMAW Welding CERT	YES
Commercial and Residential Construction Technology	5458 Ave A, Beaumont, TX, United States	6/17/2008	2008	Commercial and Residential Technology	NO Fall 2012
Deep East	450				

Texas College and Career Alliance Center	Bulldog Ave, Jasper, TX, United States	May 21, 2021	August 2021	Cyber Defense and Support Tech CERT SMAW Welding CERT	YES
Fire Training Grounds	600 Marina Street, Beaumont, TX, United States	October 12, 2010	2010	Fire Protection Technology CERT	YES
Gateway Shopping Center	3871 Stagg Drive, Beaumont, TX, United States	June 30, 2022	August 2022	Pharmacy Technician CERT Cosmetology CERT Diagnostic Medical Sonography AAS Diagnostic Cardiac Sonography AAS Respiratory Care AAS	YES
Goose Creek Memorial High School	6001 East Wallisville Road, Baytown, TX, United States	June 30, 2022	August 2022	Criminal Justice: Crime Scene Technician CERT	YES
Kashmere High School	6900 Wileyvale, Houston, TX, United States	June 30, 2022	August 2022	Management and Entrepreneurship CERT	YES
Lumberton High School	103 South LHS Drive, Lumberton, TX, United States	August 13, 2021	August 2021	SMAW Welding CERT	YES
Newton High School	2812 U.S. Highway 190, Newton, TX, United States	August 13, 2021	August 2021	SMAW Welding CERT	YES
Robert E. Lee High School	1809 Market Street, Baytown, TX, United States	June 30, 2022	August 2022	Criminal Justice: Crime Scene Technician CERT	YES
Ross S.	300 W. Baker Road,	May 21,		Criminal Justice: Crime Scene Technician CERT	

Sterling High School	Baytown, TX, 77523, USA	2021	August 2021	Emergency Medical Technician CERT	YES
Silsbee High School	415 Highway 357 West, Silsbee, TX, United States	April 20, 2017	January 2017	AA General Studies Crime Scene Technician CERT SMAW Welding CERT	YES
Taylor Career and Technology Center	2330 North Street, Beaumont, TX, United States	September 25, 2013	August 2013	SMAW Welding CERT Advanced Engine CERT Auto Collision CERT Cosmetology CERT Culinary CERT Cyber Defense and Support Tech CERT Child Development Associate CERT Graphic Design CERT Management Development CERT Childcare Development CERT AAS Process Operating AAS Drafting Emergency Medical Technician CERT	YES
Utility Line Technology	1355 Martin Luther King, Silsbee, TX, United States	September 1, 2006	September 2006	Utility Line Technician CERT	YES
Woodville High School	700 Eagle Drive, Woodville, TX, United States	August 13, 2021	August 2021	SMAW Welding CERT	YES
Yates High School	3650 Alabama Street, Houston,	June 30, 2022	August 2022	Management and Entrepreneurship	YES

	TX, United States		CERT	
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Table 2: Off-campus instructional sites at which the institution offers 25-49% of its credit hours for a diploma, certificate, or degree-including high schools where courses are offered as dual enrollment. Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site. For each site, provide the information below.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC letter accepting notification	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Anahuac High School	201 Kansas Ave S, Anahuac, TX, United States		Spring 2024	Real Estate CERT	YES
Beaumont United High School	3443 Fannett Rd., Beaumont, TX, United States	August 24, 2022	Fall 2022	AA General Studies	YES
Evolution Academy Charter School	3920 West Cardinal Drive, Beaumont, TX, United States		Fall 2023	Pharmacy Technician CERT Health Informatics CERT Academic Core Curriculum CERT	YES
Hardin Jefferson High School	3155 Highway 326, Sour Lake, TX, United States	August 24, 2022	August 22, 2022	AA General Studies	YES
	2701 Kingwood				

Kingwood High School	Drive, Kingwood, TX, United States		Fall 2023	Emergency Medical Technician CERT	YES
Kountze High School	1488 FM 1293, Kountze, TX, United States		Spring 2024	Academic Core Curriculum CERT Health Informatics CERT SMAW Welding CERT	YES
Monsignor Kelly Catholic High School	5950 Kelly Dr., Beaumont, TX, United States		Spring 2024	AA General Studies	YES
Port Neches Groves High School	1401 Merriman Street, Port Neches, TX, United States	June 23, 2014	Fall 2013	Homeland Security CERT Criminal Justice: Security Threat Groups CERT	NO Spring 2014
Stuart Technical High School	300 YMCA Dr., Baytown, TX, United States	August 24, 2022	Fall 2022	Advance Engine CERT Auto Collission CERT	YES
Warren High School	375 FM Texas 3290 S., Warren, TX, United States		Fall 2023	Academci Core Curriculum CERT	YES
Westbrook High School	8750 Phelan Boulevard, Beaumont, TX, United States	August 24, 2022	Fall 2022	AA General Studies	YES

Table 3: Branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, **and** (4) has its own budgetary and hiring authority. **The list should include only those**

branch campuses reported to and approved by SACSCOC. Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

Name of Branch Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus	Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Not Applicable					

IS-E4 Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

Compliance Status: Compliant

Narrative

Lamar Institute of Technology's initial date of approval by SACSCOC to offer distance education of program 2010. The table below contains LIT programs that offer 50% or more of the credit hours through distance e

Program	Award	Delivered
Business	Associate of Science	Asyncl
Accounting Technology	Certificate	Asyncl
Real Estate	Associate of Applied Science	Asyncl
Real Estate	Certificate	Asyncl
Academic Core Curriculum	Certificate	Asyncl
General Studies	Associate of Arts	Asyncl
Criminal Justice	Associate of Science	Asyncl
Emergency Management & Homeland Security	Certificate	Asyncl
Health Informatics	Certificate	Asyncl
Criminal Justice Security Threat Groups	Associate of Applied Science	Asyncl
Criminal Justice Security Threat Groups	Certificate	Asyncl
Medical Coding Specialist	Certificate	Asyncl
Emergency Management & Homeland Security	Associate of Applied Science	Asyncl
Health Information Technology	Associate of Applied Science	Asyncl

Management & Entrepreneurship	Associate of Applied Science	Asyncl
Accounting Technology	Associate of Applied Science	Asyncl
Teaching	Associate of Arts	Asyncl
Management & Entrepreneurship	Certificate	Asyncl
Criminal Justice Crime Scene Technician	Associate of Applied Science	Asyncl
Process Operating Technology	Certificate	Asyncl
Health Sciences	Associate of Science	Asyncl
Biological Sciences	Associate of Science	Asyncl
Criminal Justice Crime Scene Technician	Certificate	Asyncl
Emergency Medical Technician Basic	Certificate	Asyncl
Data Analytics	Associate of Applied Science	Asyncl
Data Analytics	Certificate	Asyncl
Engineering	Associate of Science	Asyncl

IS-E5 Accreditation

1. List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.
2. If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.
3. List any USDOE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).
4. Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

Compliance Status: Compliant

Narrative

- List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

External Accreditor (1)	LIT Program (1)	Date of Last Review (1)	Action Taken (4)	Termination /Voluntary Withdrawal of Accreditation (3)
The American Dental Association, Commission on Dental Accreditation	Dental Hygiene	2019 - Self Study /Site Visit 2022-2023 Survey Report	Reaffirmed	N/A
Commission on Accreditation for Health Informatics and Information Management Education	Health Information Technology	2021 - Program Review 2021 - Site Visit	Reaffirmed	N/A

Pharmacy Technician Certification Board	Pharmacy Technician	2023	Reaffirmed	N/A
Joint Review Committee on Education in Radiologic Technology	Radiological Technology	2022 - Self Study 2023 - Site visit	Reaffirmed	N/A
Commission of Accreditation for Respiratory Care	Respiratory Care	2022 - Self Study 2023 - Annual / Progress Report	Reaffirmed	N/A
Joint Review Committee on Education in Diagnostic Medical Sonography	Sonography	2021 - Annual Report 2024 - Site visit	Reaffirmed (2018)	N/A
Committee on Accreditation of Educational Programs for the EMS Professions	Emergency Medical Services	The annual review is submitted each May. Next site visit 2025. Last site visit 2020.	Reaffirmed	N/A

- **If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.**

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is Lamar Institute of Technology's primary accreditor for access to USDOE Title IV funding.

- **List any USDOE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).**

None

- **Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.**

No agency has terminated Lamar Institute of Technology's accreditation nor has the institution voluntarily withdrawn from any external accreditor.

IS-E6 Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Compliance Status: Compliant

Narrative

Lamar Institute of Technology (LIT) has not experienced any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. The Eligibility and Certification Approval Report (ECAR), and Program Participation Agreement (PPA) issued by the United States Department of Education confirm that LIT is currently approved for administration of Federal Pell grants, Federal Direct Student Loan Program,

Federal Perkins loans, Federal Work Study funds, and Federal Supplemental Educational Opportunity Grants effective through 12/31/2024. This PA states that "the institution may participate in those student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs)" confirming that LIT is in compliance and is not on reimbursement or any other exceptional status in regard to federal or state financial aid.



**ADDENDUM TO THE COMPLIANCE CERTIFICATION
Reaffirmation Class of 2024B and 2025A**

Name of Institution: Lamar Institute of Technology

Date of Submission:

Part I: Signatures Attesting to Integrity
(Applicable to all institutions)

Directions: Please include this addendum along with the institution's Compliance Certification (Class of 2025A) or Focused Report (Class of 2024B). Institutions approved for Differentiated Review do not need to complete this addendum.

By signing below, we attest that Lamar Institute of Technology has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Standards of the *Principles of Accreditation*.

Accreditation Liaison

Kenneth J. Mason

Signature

Date

2/12/2024

Chief Executive Officer

Sidney E. Valentine, PhD

Signature

Date

2/12/24

Directions: For each of the Core Requirements and Standards listed below, the institution should place an “X” before the judgment of compliance and then add narrative in support of its judgment in accordance with directions requested in the category description.

Compliance The institution meets the requirement and provides a convincing argument in support of its determination and provides documents or a sampling of documents (or electronic access to the documents) demonstrating compliance.

Partial Compliance The institution meets some, but not all, aspects of the requirement. For those aspects meeting the requirement, the institution provides a convincing argument in support of its determination and provides a list of documents or sampling of documents (or electronic access to the documents) demonstrating compliance. For those aspects not meeting the requirement, the institution provides the reason for checking partial compliance, a description of plans to comply, and a list of documents that will be used to demonstrate future compliance.

Non-Compliance The institution does not meet the requirement and provides the reason for checking non-compliance, a description of plans to comply, and a list of documents that will be used to demonstrate future compliance.

Section 12: Academic and Student Support Services

12.5 The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and backup data. The institution also ensures that independent contractors or agents that have access to or maintain student records are governed by the same principles and policies as institutional employees.

(Student records)

Compliance Partial Compliance Non-Compliance

Narrative:

Lamar Institute of Technology ensures that independent contractors or agents that have access to or maintain student records are governed by the same principles and policies as institutional employees.

LIT policies that ensure the protection of student records such as Policy 2.11 “Appropriate Use of Information Technology”, Policy 7.4 “Information Security Program”, Policy 7.5 “Information Asset Management”, Policy 7.6 “Account Management”, and Policy 7.7 “Passwords and Other Authentication” are applicable to guests as well as institutional employees.

Independent contractors or agents that have access to or maintain student records are further governed by the same principles and policies through the General Terms and Conditions that are incorporated into all purchase orders as well as the Information Security & Accessibility Standards Exhibit that applies to contractors providing information resources to the institution. Key components of these terms are highlighted in Table 12.5-2 “Terms and Conditions”. Full text of the [General Terms and Conditions](#) and the [Information Security & Accessibility Standards](#) Exhibit follow.

Table 12.5-2

Terms and Conditions		
Source	Term	Description
General Terms and Conditions	(Refer to Opening Statement of General Terms and Conditions)	The terms and conditions are incorporated into all purchase orders – acceptance of the purchase order indicates vendor agrees to the terms and conditions.
	3. Insurance	For orders with potential risk related to data privacy, network or information security, Cyber Liability Insurance is required.
	11. Cybersecurity Training Program	Vendor must complete cybersecurity training program.
	12. Background Checks	Vendor will conduct background checks for its employees that will be on campus.
Information Security & Accessibility Standards Exhibit	1. Mandatory Compliance	Contractor agrees to comply with all applicable state and federal laws and regulations regarding cloud computing, accessibility, FERPA, internet vulnerability testing, and security controls.
	2. Security Controls	Details requirements for Cybersecurity Framework, Information System Security, Data Confidentiality, Data Ownership, Data Security, Safekeeping and Security, Audit Logs, Test/Development Environments, Account Credentials, and Maintaining updated contacts.
	3. Data Breach	Details data breach response requirements
	4. Mandatory Disclosure of Confidential Information	Must notify institution if compelled to disclose confidential information by law or regulation.
	5. Remedies for Disclosure of Confidential Information	Institution may see injunctive relief restraining unauthorized disclosure or use.
	6. Non-Disclosure	Contractor may disclose confidential information to employees on a need-to-know basis if they have a

		written confidentiality obligation.
	7. Survival	Confidentiality obligations extend beyond the life of the contract.

Evidence that independent contractors or agents that have access to or maintain student records are governed by the same principles and policies as institutional employees is presented in the attached contracts with [Ellucian](#), [Hobsons](#), and [Inceptia](#).

As evidenced above, Lamar Institute of Technology is compliant with Standard 12.5 in that it ensures that independent contractors or agents that have access to or maintain student records are governed by the same principles and policies as institutional employees.