Louisiana Tech University's Strategic Plan (FY 2001-2002 Through FY 2005-2006)

Vision Statement: Louisiana Tech University will formulate, establish, and provide oversight for a comprehensive, well-balanced program of higher education designed to enhance the educational attainment level and subsequent quality of life for its clientele.

Mission Statement: Louisiana Tech University serves primarily the citizens of Louisiana. Louisiana Tech has selective admissions and offers baccalaureate programs in a broad range of studies in the arts, humanities, liberal arts and sciences, and in professional areas such as agriculture, allied health, architecture, aviation, business, education, engineering, and forestry. The University offers several master’s programs and offers doctoral/research programs in the areas of business administration, engineering, computational analysis, and counseling psychology. It also participates in a unique consortium with Grambling State University and University of Louisiana at Monroe to offer an Ed.D. program in Curriculum/Instruction and Educational Leadership. As the only university in North Louisiana with a college of engineering, Louisiana Tech serves engineering needs throughout Central and North Louisiana.

Philosophy Statement: Louisiana Tech University attains its mission through optimum utilization of the University’s human, intellectual and fiscal resources; to subscribe to proactive, consistent, and sound decision-making practices; and to maintain relevance and accountability in all processes and procedures.

Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success.

Objective I.1: While higher admission standards are phased in, total enrollment will decrease no more than 3.63% (363 students) from the baseline enrollment of 10,363 in Fall 2000 through Fall 2005.

Vision 2020 Link: Objectives 1.1, 1.6, 2.10, 2.12, 2.14, and 3.1
BOR Master Plan for Higher Education Link: Objective 1.1
UL System Strategic Plan Link: Objective 1.1

Strategy I.1.1: Complete a minimum of two institution-specific transfer articulation agreements per year (in addition to the transfer articulation agreements set forth in the annual Board of Regents Statewide Student Transfer Guide) to provide an automatic course equivalency calculation when transfer transcripts are entered.

Strategy I.1.2: Offer an on-line admission application for undergraduate, graduate, and international students.

Strategy I.1.3: Establish information technology initiatives between the Colleges of Administration & Business and
Engineering & Science to increase enrollment in computer technology-related majors/minors.

**Strategy I.1.4:** Hire additional faculty and provide more research opportunities for students to enhance enrollment in the biomedical engineering program and to attract highly academically qualified students.

**Performance Indicators:**

**Output:** Number of students enrolled in Louisiana Tech University.

**Outcomes:** Change in the number of students enrolled in Louisiana Tech University.

Percent change in the number of students enrolled in Louisiana Tech University.

**Objective I.2:** While higher admission standards are phased in, minority enrollment will decrease no more than 8.13% (195 students) from the baseline enrollment of 2,595 in Fall 2000 through Fall 2005.

**Vision 2020 Link:** Objectives 1.1, 1.6, and 3.1

**BOR Master Plan for Higher Education Link:** Objective 1.2

**UL System Strategic Plan Link:** Objective 1.2

**Strategy I.2.1:** Increase the number of recruiting visits to minority high schools.

**Strategy I.2.2:** Set aside and award twenty-five (25) Academic Performance Scholarships for minority students who score one to two points below the normal ACT cutoff for receiving Louisiana Tech Scholarships while reducing the GPA required to maintain the scholarship 2.7 for these scholarships only.

**Strategy I.2.3:** Increase the percentage of admission over-rides for minority students.

**Strategy I.2.4:** Work with the Monroe City School System to focus on professional development activities for students and teachers at the middle and high school levels to increase the number of minority students being prepared for and attending college.

**Performance Indicators:**
Output: Number of minority students enrolled in Louisiana Tech University.

Outcomes: Change in the number of minority students enrolled in Louisiana Tech University.

Percent change in the number of minority students enrolled in Louisiana Tech University.

Objective I.3: Maintain the percentage of first-time, full-time entering freshmen retained to the second year at no less than 81% per year through Fall 2005 using the Louisiana Board of Regents Statewide Student Profile data, using the retention rate in Fall 2000 as a baseline.

Vision 2020 Link: Objectives 1.1, 1.6, 2.12, 2.14, and 3.1
BOR Master Plan for Higher Education Link: Objective 1.3
UL System Strategic Plan Link: Objective 1.3

Strategy I.3.1: Offer web-based administrative student services (including on-line access to billing, grades, transcripts, and financial aid information, as well as demographic update capabilities) and web-based registration.

Strategy I.3.2: Establish integrated science curriculum initiatives in mathematics, physics, chemistry, biology, and science education to enhance retention in science programs.

Strategy I.3.3: Continue to revise, refine, and enhance the University Seminar course.

Strategy I.3.4: Implement the Noel Levitz Advanced Connections program to raise faculty/staff awareness of and sensitivity to customer service issues.

Performance Indicators:

Output: Number of first-time, full-time entering freshmen retained to the second year in post-secondary education in Louisiana.

Outcomes: Percent of first-time, full-time entering freshmen retained to the second year in post-secondary education in Louisiana.
Change in the percent (retention rate) of first-time, full-time entering freshmen retained to the second year in post-secondary education in Louisiana.

**Objective I.4:** Increase the six-year graduation rate by .1% over the baseline year rate of 45.9% in 1999-2000 to 46% by 2005-2006 using IPEDS graduation rate data.

**Vision 2020 Link:** Objectives 1.1, 1.6, and 3.1  
**BOR Master Plan for Higher Education Link:** Objective 1.4  
**UL System Strategic Plan Link:** Objective 1.4

**Strategy I.4.1:** All strategies listed under Objectives I.1, I.2, I.3, and I.4 will contribute to an improved graduation rate.

**Strategy I.4.2:** Continue to monitor, revise, and refine lower division course offerings (dates, times, number of sections) to facilitate students’ abilities to complete their programs in four (4) years.

**Performance Indicators:**

**Output:** Number of first-time, full-time entering freshmen at Louisiana Tech University graduating within six years.

**Outcomes:** Percent of first-time, full-time entering freshmen graduating at Louisiana Tech University within six years.

Change in the percent (graduation rate) of first-time, full-time entering freshmen at Louisiana Tech University graduating within six years.

**II. Goal: Ensure Quality and Accountability.**

**Objective II.1:** Maintain 100% accreditation of “mandatory” programs through 2005.

**Vision 2020 Link:** Objectives 1.6 and 3.1  
**BOR Master Plan for Higher Education Link:** Objective 2.2  
**UL System Strategic Plan Link:** Objective 2.2
Strategy II.1.1: Continue to evaluate program quality and to target resources to maintain accreditation of mandatory programs.

**Performance Indicators:**

**Output:** Number of programs at Louisiana Tech University for which accreditation is required by the BOR that have accreditation.

**Outcomes:** Percent of programs at Louisiana Tech University for which accreditation is required by the BOR that have accreditation.

Percent change in programs at Louisiana Tech University for which accreditation is required by the BOR that have accreditation.

III. Goal: Enhance Service to the Community and State

**Objective III.1:** Increase the number of students earning baccalaureate degrees in education at Louisiana Tech University by approximately 8%, from 77 in baseline year 1999-2000 to 83 in 2005-2006.

Vision 2020 Link: Objectives 1.1, 1.6, and 3.1

BOR Master Plan for Higher Education Link: Objective 3.1

UL System Strategic Plan Link: Objective 3.1

**Strategy III.1.1:** Design and implement Teacher Cadet Programs with local school systems.

**Strategy III.1.2:** Expand partnerships with local school systems.

**Strategy III.1.3:** Expand financial aid programs for education majors.

**Strategy III.1.4:** Redesign existing teacher education programs.

**Performance Indicators:**
**Output:** Number of students earning baccalaureate degrees in education at Louisiana Tech University.

**Outcomes:** Change in the number of students earning baccalaureate degrees in education at Louisiana Tech University.

Percentage change in the number of students earning baccalaureate degrees in education at Louisiana Tech University.

**Objective III.2:** Increase the number of new Reports of Invention (ROIs) by 10% by 2005 using 2000 as a baseline when 16 ROIs were recorded.

**Vision 2020 Link:** Objectives 1.5, 2.1, 2.6, 2.7, 2.8, 2.10, 2.11, and 3.5

**BOR Master Plan for Higher Education Link:** Objective 3.2

**UL System Strategic Plan Link:** Objective 3.2

**Strategy III.2.1:** Establish new relationships with business institutions for the development and/or commercialization of proprietary technology.

**Strategy III.2.2:** Develop new patent applications, issued patents, signed licenses, and royalty income streams.

**Strategy III.2.3:** Actively engage the Research Foundation Board in industrial research and licensing discussions.

**Strategy III.2.4:** Establish the institutional framework for working with a closely-held spin-off organization designed to commercialize Louisiana Tech University’s technology.

**Strategy III.2.5:** Continue to work with the Colleges of Administration & Business and Engineering & Science to develop entrepreneurial and intern programs.

**Performance Indicators:**

**Output:** Number of new Reports of Invention (ROIs).
Outcomes: Change in the number of new Reports of Invention (ROIs).

Percentage change in the number of new Reports of Invention (ROIs).
PROCESS

In compliance with Act 1465 of 1997, each strategic plan must include the following process:

I. A brief statement identifying the principal clients and users of each program and the specific service or benefit derived by such persons or organizations:

According to the Board of Regent’s Mission Statement, Louisiana Tech University serves primarily the citizens of North Louisiana as an institution of higher education.

II. An identification of potential external factors that are beyond the control of the entity and that could significantly affect the achievement of its goals or objectives:

Potential external factors include changes in level of state support of the University, changes in state administration, economic depressions or recessions, changes in federal revenue policies, and fluctuations in utility costs.

III. The statutory requirement or other authority for each goal of the plan.

I. Goal: Increase Opportunities for Student Access and Success.
   1. Constitution (Article VIII, Section 5 (D) 4) - To formulate and make timely revision of a master plan. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.  2. University of Louisiana System’s Strategic Plan.  3. Board of Regents’ Mission Statement for Louisiana Tech University.  4. Louisiana Tech University’ Mission Statement.

II. Goal: Ensure Quality and Accountability.
   1. Constitution (Article VIII, Section 5 (D) 4) - To formulate and make timely revision of a master plan. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.  2. Constitution (Article VIII, Section 5 (D) 1,2) - To revise or eliminate existing academic programs and to approve or disapprove new program proposals. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.  3. Constitution (Article VIII, Section 5 (D) 3) - To study the need for new institutions or change in mission of existing institutions. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.  4. Acts 237 of 1993 and 459 of 1995 require the Board of Regents to design and implement an accountability program for public higher education.  5.
University of Louisiana System’s Strategic Plan. 6. Board of Regents’ Mission Statement for Louisiana Tech University. 7. Louisiana Tech University’s Mission Statement.

III. Goal: Enhance Service to the Community and State
1. Constitution (Article VIII, Section 5 (D) 4) - To formulate and make timely revision of a master plan. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes. 2. Constitution (Article VII, Section 10. 1) - Establishes the Louisiana Education Quality Trust Fund. Earnings from the Trust Fund are to be used "to enhance economic development." Similar statutory language appears in Title 17 of the Louisiana Revised Statutes. 3. University of Louisiana System’s Strategic Plan. 4. Board of Regents’ Mission Statement for Louisiana Tech University. 5. Louisiana Tech University’s Mission Statement.

IV. A description of any program evaluation used to develop objectives and strategies.

This five-year Strategic Plan was developed by a Strategic Planning Committee which included multi-constituent task forces. The Committee utilized the Board of Regents’ Revised Master Plan and the University’s strategic planning, assessment, and institutional effectiveness resources as guidelines and sources for input.

V. Identification of the primary persons who will benefit from or be significantly affected by each objective within the plan.

See Performance Indicator Documentation attached for each objective.

VI. An explanation of how duplication of effort will be avoided when the operations of more than one program are directed at achieving a single goal, objective, or strategy.

For the purposes of Act 1465 of 1997, the Board of Regents is a single program. Louisiana Tech University functions within the Board of Regents. Duplication of effort is thus not applicable.

VII. Documentation as to the validity, reliability, and appropriateness of each performance indicator, as well as the method used to verify and validate the performance indicators as relevant measures of each program’s performance.
See Performance Indicator Documentation attached for each performance indicator.

**VIII. A description of how each performance indicator is used in management decision making and other agency processes.**

See Performance Indicator Documentation attached for each performance indicator.

**PERFORMANCE INDICATOR DOCUMENTATION**

**Program:** Board of Regents

**Objective I.1:** While higher admission standards are phased in, total enrollment will decrease no more than 3.63% (363 students) from the baseline enrollment of 10,363 in Fall 2000 through Fall 2005.

**Indicator:** Number of students enrolled in Louisiana Tech University.

   
   Output.

2. What is the rationale for the indicator? (Why was this indicator selected?)

   Recognition of importance of Louisiana having an educated citizenry.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)

   Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
The data are gathered three times annually (in the Fall, Winter, and Spring) and are based on 9th class day enrollment. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the second quarter.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.)

Louisiana Tech University reports headcount enrollment as of the 9th class day. The Regents’ SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Headcount enrollment refers to the actual number of students enrolled (as opposed to full-time equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number).

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of all enrolled students at Louisiana Tech University as of the 9th class day.

8. Who is responsible for data collection, analysis, and quality?

The Office of Institutional Research submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with Louisiana Tech University to correct errors. When all campus submissions are complete, the Regents’ staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

10. How will the indicator be used in management decision making and other agency processes?
Enrollment drives many management decisions such as scheduling, hiring, future planning, program demands, and facilities management.
PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective I.1: While higher admission standards are phased in, total enrollment will decrease no more than 3.63% (363 students) from the baseline enrollment of 10,363 in Fall 2000 through Fall 2005.

Indicator: Change in the number of students enrolled in Louisiana Tech University.

   Outcome.

2. What is the rationale for the indicator? (Why was this indicator selected?)
   Recognition of importance of Louisiana having an educated citizenry.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)
   Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
   The data are gathered three times annually (in the Fall, Winter, and Spring) and are based on 9th class day enrollment. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the second quarter. The change will be measured from the baseline year to the year being examined.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles
driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.)

Louisiana Tech University reports headcount enrollment as of the 9th class day. The Regents’ SSPS is a unit record system where each enrolled student, regardless of course load, is counted. The change will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and reporting the difference (whether increase or decrease).

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

   Headcount enrollment refers to the actual number of students enrolled (as opposed to full-time equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number).

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

   This indicator is the aggregate of all enrolled students at Louisiana Tech University as of the 9th class day. The change will be calculated and reported in the aggregate.

8. Who is responsible for data collection, analysis, and quality?

   The Office of Institutional Research submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with Louisiana Tech University to correct errors. When all campus submissions are complete, the Regents’ staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

   No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

10. How will the indicator be used in management decision making and other agency processes?

    Enrollment drives many management decisions such as scheduling, hiring, future planning, program demands, and facilities management. Any significant changes in enrollment can impact all the areas listed above.
PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective I.1: While higher admission standards are phased in, total enrollment will decrease no more than 3.63% (363 students) from the baseline enrollment of 10,363 in Fall 2000 through Fall 2005.

Indicator: Percent change in the number of students enrolled in Louisiana Tech University.

   Outcome.

2. What is the rationale for the indicator? (Why was this indicator selected?)
   Recognition of importance of Louisiana having an educated citizenry.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)
   Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
   The data are gathered three times annually (in the Fall, Winter, and Spring) and are based on 9th class day enrollment. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the second quarter. The percent change will be measured from the baseline year to the year being examined.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.)
Louisiana Tech University reports headcount enrollment as of the 9th class day. The Regents’ SSPS is a unit record system where each enrolled student, regardless of course load, is counted. The change will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and reporting the difference (whether increase or decrease). The difference will be divided by the baseline year enrollment to calculate the percent change.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Headcount enrollment refers to the actual number of students enrolled (as opposed to full-time equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number).

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of all enrolled students at Louisiana Tech University as of the 9th class day. The percent change will be calculated and reported in the aggregate.

8. Who is responsible for data collection, analysis, and quality?

The Office of Institutional Research submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with Louisiana Tech University to correct errors. When all campus submissions are complete, the Regents’ staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

10. How will the indicator be used in management decision making and other agency processes?

Enrollment drives many management decisions such as scheduling, hiring, future planning, program demands, and facilities management. Any significant changes in enrollment can impact all the areas listed above.
PERFORMANCE INDICATOR DOCUMENTATION

Program:       Board of Regents

Objective I.2: While higher admission standards are phased in, minority enrollment will decrease no more than 8.13% (195 students) from the baseline enrollment of 2,595 in Fall 2000 through Fall 2005.

Indicator: Number of minority students enrolled in Louisiana Tech University.


   Output.

2. What is the rationale for the indicator? (Why was this indicator selected?)

   Recognition that Louisiana’s minority participation remains under-represented in post-secondary education and that, for Louisiana to move forward, all citizens must be prepared to participate in the State’s economy.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)

   Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

   The data are gathered three times annually (in the Fall, Winter, and Spring) and are based on 9th class day enrollment. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the second quarter.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the
indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.

For purposes of the Board of Regents’ Master Plan and this Strategic Plan, minority is defined as non-white. Any student who is reported as having any other ethnicity code than white will be included in the calculation of minority. As is the case in any enrollment calculation, headcount enrollment is as of the 9th class day of the Quarter. The Regents’ SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Although not jargon, for the purposes of this document, minority is defined as non-white.

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of all enrolled students at Louisiana Tech University as of the 9th class day.

8. Who is responsible for data collection, analysis, and quality?

The Office of Institutional Research submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with Louisiana Tech University to correct errors. When all campus submissions are complete, the Regents’ staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations. The reader must also understand that minority is defined as non-white.
10. How will the indicator be used in management decision making and other agency processes?

Louisiana Tech University is committed to the premise that a diverse student body is advantageous for students and the institution. The objective of increasing minority enrollment at Louisiana Tech University can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course offerings.
PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective I.2: While higher admission standards are phased in, minority enrollment will decrease no more than 8.13% (195 students) from the baseline enrollment of 2,595 in Fall 2000 through Fall 2005.

Indicator: Change in the number of minority students enrolled in Louisiana Tech University.


Outcome.

2. What is the rationale for the indicator? (Why was this indicator selected?)

Recognition that Louisiana’s minority participation remains under-represented in post-secondary education and that, for Louisiana to move forward, all citizens must be prepared to participate in the State’s economy.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)

Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years. The change will be calculated using Fall 2000 enrollment figures as the baseline year and measuring the change to the year being examined.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

The data are gathered three times annually (in the Fall, Winter, and Spring) and are based on 9th class day enrollment. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the second quarter. The change will be measured from the baseline year to the year being examined.
5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.) For purposes of the Board of Regents’ Master Plan and this Strategic Plan, minority is defined as non-white. Any student who is reported as having any other ethnicity code than white will be included in the calculation of minority. As is the case in any enrollment calculation, headcount enrollment is as of the 9th class day of the Quarter. The Regents’ SSPS is a unit record system where each enrolled student, regardless of course load, is counted. The change will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and reporting the difference (whether increase or decrease).

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

   Although not jargon, for the purposes of this document, minority is defined as non-white.

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

   This indicator is the aggregate of all enrolled students at Louisiana Tech University as of the 9th class day. The change will be calculated and reported in the aggregate.

8. Who is responsible for data collection, analysis, and quality?

   The Office of Institutional Research submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with Louisiana Tech University to correct errors. When all campus submissions are complete, the Regents’ staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations. The reader must also understand that minority is defined as non-white.

10. How will the indicator be used in management decision making and other agency processes?

Louisiana Tech University is committed to the premise that a diverse student body is advantageous for students and the institution. The objective of increasing minority enrollment at Louisiana Tech University can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course offerings.
PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective I.2: While higher admission standards are phased in, minority enrollment will decrease no more than 8.13% (195 students) from the baseline enrollment of 2,595 in Fall 2000 through Fall 2005.

Indicator: Percent change in the number of minority students enrolled in Louisiana Tech University.

   Outcome.

2. What is the rationale for the indicator? (Why was this indicator selected?)
   Recognition that Louisiana’s minority participation remains under-represented in post-secondary education and that, for Louisiana to move forward, all citizens must be prepared to participate in the State’s economy.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)
   Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
   The data are gathered three times annually (in the Fall, Winter, and Spring) and are based on 9th class day enrollment. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the second quarter. The percent change will be measured from the baseline year to the year being examined.
5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.)

For purposes of the Board of Regents’ Master Plan and this Strategic Plan, minority is defined as non-white. Any student who is reported as having any other ethnicity code than white will be included in the calculation of minority. As is the case in any enrollment calculation, headcount enrollment is as of the 9th class day of the Quarter. The Regents’ SSPS is a unit record system where each enrolled student, regardless of course load, is counted. The change will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and reporting the difference (whether increase or decrease). The difference will be divided by the baseline year enrollment to calculate the percent change.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Although not jargon, for the purposes of this document, minority is defined as non-white.

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of all enrolled students at Louisiana Tech University as of the 9th class day. The percent change will be calculated and reported in the aggregate.

8. Who is responsible for data collection, analysis, and quality?

The Office of Institutional Research submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with Louisiana Tech University to correct errors. When all campus submissions are complete, the Regents’ staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations. The reader must also understand that minority is defined as non-white.

10. How will the indicator be used in management decision making and other agency processes?

Louisiana Tech University is committed to the premise that a diverse student body is advantageous for students and the institution. The objective of increasing minority enrollment at Louisiana Tech University can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course offerings.

**PERFORMANCE INDICATOR DOCUMENTATION**

**Program:** Board of Regents

**Objective I.3:** Maintain the percentage of first-time, full-time entering freshmen retained to the second year at no less than 81% per year through Fall 2005 using the Louisiana Board of Regents Statewide Student Profile data, using the retention rate in Fall 2000 as a baseline.

**Indicator:** Number of first-time, full-time entering freshmen retained to the second year in post-secondary education in Louisiana.


   Output.

2. What is the rationale for the indicator? (Why was this indicator selected?)

   Louisiana Tech University is committed not only to recruiting and enrolling students, but also to retaining them in school, thus preparing them for more productive lives.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)
Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

The data are gathered three times annually (in the Fall, Winter, and Spring) and are based on 9th class day enrollment. For this indicator, Fall data (the national standard) from the previous year and the current year will be used. The indicator will be reported at the end of the second quarter.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.)

Louisiana Tech University reports headcount enrollment as of the 9th class day. The Regents’ SSPS is a unit record system where each enrolled student, regardless of course load, is counted. The baseline retention rate was calculated using the cohort of first-time, full-time entering freshmen in a given Fall which re-enrolled the following Fall.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Not applicable.

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is a disaggregate figure reporting Louisiana Tech University data only. The Board of Regents will report the rate in the aggregate for all institutions.
8. Who is responsible for data collection, analysis, and quality?

The Office of Institutional Research submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with Louisiana Tech University to correct errors. When all campus submissions are complete, the Regents’ staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and changes in headcount enrollment at Louisiana Tech University, and is not the enrollment calculation used for funding or reimbursement calculations. Also, students retained and the retention rate include all students retained in the system as a whole, not retained at the campus level.

10. How will the indicator be used in management decision making and other agency processes?

Retention impacts many decisions. Student retention has impacts on financial aid, housing, upper-level course offerings, seminars, graduation processes, faculty distribution, etc. Retention also impacts the overall size of an institution. The size of an institution’s enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas listed above.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective I.3: Maintain the percentage of first-time, full-time entering freshmen retained to the second year at no less than 81% per year through Fall 2005 using the Louisiana Board of Regents Statewide Student Profile data, using the retention rate in Fall 2000 as a baseline.

Indicator: Percent of first-time, full-time entering freshmen retained to the second year in post-secondary education in Louisiana.

Outcome.

2. What is the rationale for the indicator? (Why was this indicator selected?)

Louisiana Tech University is committed not only to recruiting and enrolling students, but also to retaining them in school, thus preparing them for more productive lives.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)

Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

The data are gathered three times annually (in the Fall, Winter, and Spring) and are based on 9th class day enrollment. For this indicator, Fall data (the national standard) from the previous year and the current year will be used. The indicator will be reported at the end of the second quarter.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.)

Louisiana Tech University reports headcount enrollment as of the 9th class day. The Regents’ SSPS is a unit record system where each enrolled student, regardless of course load, is counted. The percent will be calculated using a standard mathematical approach, subtracting the number of first-time, full-time entering freshmen in the cohort year from the number re-enrolling in the subsequent year. The difference (whether increase or decrease) will be divided by the first-year enrollment to calculate the percent.
6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Not applicable.

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is a disaggregate figure reporting Louisiana Tech University data only. The Board of Regents will report the rate in the aggregate for all institutions.

8. Who is responsible for data collection, analysis, and quality?

The Office of Institutional Research submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with Louisiana Tech University to correct errors. When all campus submissions are complete, the Regents’ staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and changes in headcount enrollment at Louisiana Tech University, and is not the enrollment calculation used for funding or reimbursement calculations. Also, students retained and the retention rate include all students retained in the system as a whole, not retained at the campus level.

10. How will the indicator be used in management decision making and other agency processes?

Retention impacts many decisions. Student retention has impacts on financial aid, housing, upper-level course offerings, seminars, graduation processes, faculty distribution, etc. Retention also impacts the overall size of an institution. The size of an institution’s enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas listed above.
PERFORMANCE INDICATOR DOCUMENTATION

Program:       Board of Regents

Objective I.3: Maintain the percentage of first-time, full-time entering freshmen retained to the second year at no less than 81% per year through Fall 2005 using the Louisiana Board of Regents Statewide Student Profile data, using the retention rate in Fall 2000 as a baseline.

Indicator: Change in the percent (retention rate) of first-time, full-time entering freshmen retained to the second year in post-secondary education in Louisiana.

Outcome.

2. What is the rationale for the indicator? (Why was this indicator selected?)
Louisiana Tech University is committed not only to recruiting and enrolling students, but also to retaining them in school, thus preparing them for more productive lives.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)
Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
The data are gathered three times annually (in the Fall, Winter, and Spring) and are based on 9th class day enrollment. For this indicator, Fall data (the national standard) from the previous year and the current year will be used. The indicator will be reported at the end of the second quarter.
How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.)

Louisiana Tech University reports headcount enrollment as of the 9th class day. The Regents’ SSPS is a unit record system where each enrolled student, regardless of course load, is counted. The percent will be calculated using a standard mathematical approach, subtracting the number of first-time, full-time entering freshmen in the cohort year being examined from the number re-enrolling in the subsequent year. The difference (whether increase or decrease) will be divided by the first-year enrollment to calculate the percent retention rate. The calculation is repeated each subsequent year, and this retention rate is compared to the baseline retention rate.

Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Not applicable.

Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is a disaggregate figure reporting Louisiana Tech University data only. The Board of Regents will report the change in the aggregate for all institutions.

Who is responsible for data collection, analysis, and quality?

The Office of Institutional Research submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with Louisiana Tech University to correct errors. When all campus submissions are complete, the Regents’ staff builds a master file for SSPS.

Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and changes in headcount enrollment at Louisiana Tech, and is not the enrollment calculation used for funding or reimbursement calculations. Also, students retained and the
retention rate include all students retained in the system as a whole, not retained at the campus level.

10. How will the indicator be used in management decision making and other agency processes?

Retention impacts many decisions. Student retention has impacts on financial aid, housing, upper-level course offerings, seminars, graduation processes, faculty distribution, etc. Retention also impacts the overall size of an institution. The size of an institution’s enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas listed above.

PERFORMANCE INDICATOR DOCUMENTATION

Program:       Board of Regents

Objective I.4: Increase the six-year graduation rate by .1% over the baseline year rate of 45.9% in 1999-2000 to 46% by 2005-2006 using IPEDS graduation rate.

Indicator: Number of first-time, full-time entering freshmen at Louisiana Tech University graduating within six years.


Output.

2. What is the rationale for the indicator? (Why was this indicator selected?)

It is important for the further development of the State’s economy that a high percentage of students who enroll in post-secondary institutions earn a degree.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)

Data will be retrieved from the U.S. Department of Education’s Integrated Postsecondary Education Data System’s (IPEDS) Graduation Rate Survey (GRS).

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
Data for the Graduation Rate Survey is collected annually and is due in the Spring (April/May). The student cohort includes those degree-seeking students who entered a four-year institution six years earlier and reflects how many from the entering cohort either have graduated, have transferred (regardless if they graduate), are still enrolled, or hold status unknown.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.)

Using a standard mathematical count, the number of students from an entering cohort who graduated within six years is reported.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Not applicable.

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is an aggregate figure reporting the number of students from an entering cohort who graduated within six years.

8. Who is responsible for data collection, analysis, and quality?

The Office of Institutional Research submits the data to IPEDS in a web-based system. The Board of Regents retains access to the data.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

The most significant weakness in the indicator is that the federal government’s system does not allow campuses to claim graduates
following transfer. Once a student transfers, he/she is always a transfer and cannot be counted as a graduate, resulting in undercounting of graduates. In spite of this drawback, this is the only system which provides comparisons across states and will be used.

10. How will the indicator be used in management decision making and other agency processes?

More targeted advising, improved scheduling, career counseling, and better articulation will all contribute to improved graduation rates. Furthermore, movement toward more selective admissions criteria at Louisiana Tech University will result in a better match between campus and student, resulting in improved graduation rates.
PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective I.4: Increase the six-year graduation rate by .1% over the baseline year rate of 45.9% in 1999-2000 to 46% by 2005-2006 using IPEDS graduation rate.

Indicator: Percent of first-time, full-time entering freshmen at Louisiana Tech University graduating within six years.


   Outcome.

2. What is the rationale for the indicator? (Why was this indicator selected?)

   It is important for the further development of the State’s economy that a high percentage of students who enroll in post-secondary institutions earn a degree.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)

   Data will be retrieved from the U.S. Department of Education’s Integrated Postsecondary Education Data System’s (IPEDS) Graduation Rate Survey (GRS).

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

   Data for the Graduation Rate Survey is collected annually and is due in the Spring (April/May). The student cohort includes those degree-seeking students who entered a four-year institution six years earlier and reflects how many from the entering cohort either have graduated, have transferred (regardless if they graduate), are still enrolled, or hold status unknown.
5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.)

Using a standard mathematical approach, the number of students from an entering cohort who graduated within six years is divided by the total entering cohort. The resulting percentage is the graduation rate.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Not applicable.

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is an aggregate figure reporting the number of students from an entering cohort who graduated within six years. The percent will be calculated and reported in the aggregate.

8. Who is responsible for data collection, analysis, and quality?

The Office of Institutional Research submits the data to IPEDS in a web-based system. The Board of Regents retains access to the data.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

The most significant weakness in the indicator is that the federal government’s system does not allow campuses to claim graduates following transfer. Once a student transfers, he/she is always a transfer and cannot be counted as a graduate, resulting in undercounting of graduates. In spite of this drawback, this is the only system which provides comparisons across states and will be used.
10. How will the indicator be used in management decision making and other agency processes?

Graduation rates at Louisiana Tech University are high and must be maintained and improved. Additional campus resources must be allocated to programs which target improved rates. More targeted advising, improved scheduling, career counseling, and better articulation will all contribute to improved graduation rates. Furthermore, movement toward more selective admissions criteria at Louisiana Tech University will result in a better match between campus and student, resulting in improved graduation rates.
PerformanCe inDicaToR DOcuMenTaTionaL

PrograMM: Board of Regents

ObjeCtive I.4: Increase the six-year graduation rate by .1% over the baseline year rate of 45.9% in 1999-2000 to 46% by 2005-2006 using IPEDS graduation rate.

InDicaToR: Change in the percent (graduation rate) of first-time, full-time entering freshmen at Louisiana Tech University graduating within six years.


Outcome.

2. What is the rationale for the indicator? (Why was this indicator selected?)

It is important for the further development of the State’s economy that a high percentage of students who enroll in post-secondary institutions earn a degree.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)

Data will be retrieved from the U.S. Department of Education’s Integrated Postsecondary Education Data System’s (IPEDS) Graduation Rate Survey (GRS).

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

Data for the Graduation Rate Survey is collected annually and is due in the Spring (April/May). The student cohort includes those degree-seeking students who entered a four-year institution six years earlier and reflects how many from the entering cohort either have graduated, have transferred (regardless if they graduate), are still enrolled, or hold status unknown.
5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.) Using a standard mathematical approach, the number of students from an entering cohort who graduated within six years is divided by the total entering cohort. The resulting percentage is the graduation rate. The calculation is repeated each subsequent year, and this graduation rate is compared to the baseline graduation rate.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Not applicable.

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is an aggregate figure reporting the number of students from an entering cohort who graduated within six years. The percent change will be calculated and reported in the aggregate.

8. Who is responsible for data collection, analysis, and quality?

The Office of Institutional Research submits the data to IPEDS in a web-based system. The Board of Regents retains access to the data.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

The most significant weakness in the indicator is that the federal government’s system does not allow campuses to claim graduates following transfer. Once a student transfers, he/she is always a transfer and cannot be counted as a graduate, resulting in undercounting of graduates. In spite of this drawback, this is the only system which provides comparisons across states and will be used.
10. How will the indicator be used in management decision making and other agency processes?

Graduation rates at Louisiana Tech University are high and must be maintained and improved. Additional campus resources must be allocated to programs which target improved rates. More targeted advising, improved scheduling, career counseling, and better articulation will all contribute to improved graduation rates. Furthermore, movement toward more selective admissions criteria at Louisiana Tech University will result in a better match between campus and student, resulting in improved graduation rates.
PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective II.1: Maintain 100% accreditation of Amandatory@ programs through 2005.

Indicator: Number of programs at Louisiana Tech University for which accreditation is required by the BOR that have accreditation.

   
   Output.

2. What is the rationale for the indicator? (Why was this indicator selected?)

   One measure of program quality is professional accreditation. In many disciplines, professional accreditation is not only desirable, but also necessary to sit for examinations and subsequent practice in a chosen field. The Board of Regents determined in 2000 that accreditation standings for all academic programs be Amandatory,@ Arecommended,@ or Aoptional.@ This indicator targets those programs the Board of Regents deems that accreditation be mandatory.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)

   The accreditation standing of each academic program is maintained as part of the Board of Regents’ Inventory of Degree and Certificate Programs.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

   The Inventory system is dynamic and updated continuously. For purposes of this indicator, the accreditation rate will be reported in the fourth quarter.
5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.) This indicator reports the simple count of all programs in the Mandatory category which have been accredited. Those programs in the Inventory which are too new to have gained accreditation are not included in the count.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

   Not applicable.

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

   This indicator is the aggregate of all accredited programs in the Mandatory category.

8. Who is responsible for data collection, analysis, and quality?

   The Board of Regents maintains the Inventory system. The institutions and management boards are responsible for updating the Board of Regents on the accreditation status of each program.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

   No real weaknesses.

10. How will the indicator be used in management decision making and other agency processes?

    The indicator will be used to determine how well Louisiana Tech University is retaining accreditation of all Mandatory programs. Results will be used in the budgeting process to determine resource allocation for those programs deemed most important to the University’s mission.
Objective II.1: Maintain 100% accreditation of Amandatory@ programs through 2005.

Indicator: Percent of programs at Louisiana Tech University for which accreditation is required by the BOR that have accreditation.


   Outcome.

2. What is the rationale for the indicator? (Why was this indicator selected?)

   One measure of program quality is professional accreditation. In many disciplines, professional accreditation is not only desirable, but also necessary to sit for examinations and subsequent practice in a chosen field. The Board of Regents determined in 2000 that accreditation standings for all academic programs be Amandatory,Ã— Arecommended,Ã— or Aoptional.Ã— This indicator targets those programs the Board of Regents deems that accreditation be mandatory.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)

   The accreditation standing of each academic program is maintained as part of the Board of Regents’ Inventory of Degree and Certificate Programs.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

   The Inventory system is dynamic and updated continuously. For purposes of this indicator, the accreditation rate will be reported in the fourth quarter.
5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.)

All programs which are deemed Amandatory@ for accreditation are sorted from the Regents’ Inventory. Those programs which are too new to have gained accreditation are further sorted. Those programs remaining are checked for accreditation. Using a standard mathematical approach, the number of accredited programs divided by the total number of programs in the Amandatory@ category results in a percent accreditation rate.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Not applicable.

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of all accredited programs in the Amandatory@ category. The percent will be calculated and reported in the aggregate.

8. Who is responsible for data collection, analysis, and quality?

The Board of Regents maintains the Inventory system. The institutions and management boards are responsible for updating the Board of Regents on the accreditation status of each program.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No real weaknesses.

10. How will the indicator be used in management decision making and other agency processes?

The indicator will be used to determine how well Louisiana Tech University is retaining accreditation of all Amandatory@ programs. Results will be used in the budgeting process to determine resource allocation for those programs deemed most important to the
University’s mission.
PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective II.1: Maintain 100% accreditation of Amandatory@ programs through 2005.

Indicator: Percent change in programs at Louisiana Tech University for which accreditation is required by the BOR that have accreditation.


Outcome.

2. What is the rationale for the indicator? (Why was this indicator selected?)

One measure of program quality is professional accreditation. In many disciplines, professional accreditation is not only desirable, but also necessary to sit for examinations and subsequent practice in a chosen field. The Board of Regents determined in 2000 that accreditation standings for all academic programs be Amandatory, Arecommended, or Aoptional. This indicator targets those programs the Board of Regents deems that accreditation be mandatory.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)

The accreditation standing of each academic program is maintained as part of the Board of Regents’ Inventory of Degree and Certificate Programs.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

The Inventory system is dynamic and updated continuously. For purposes of this indicator, the accreditation rate will be reported in the fourth quarter.
5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.)

All programs which are deemed Amandatory@ for accreditation are sorted from the Regents’ Inventory. Those programs which are too new to have gained accreditation are further sorted. Those programs remaining are checked for accreditation. Using a standard mathematical approach, the number of accredited programs divided by the total number of programs in the Amandatory@ category results in a percent accreditation rate. The calculation is repeated each subsequent year, and the accreditation rate is compared to the previous year to calculate the percent change.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Not applicable.

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of all accredited programs in the Amandatory@ category. The percent change will be calculated and reported in the aggregate.

8. Who is responsible for data collection, analysis, and quality?

The Board of Regents maintains the Inventory system. The institutions and management boards are responsible for updating the Board of Regents on the accreditation status of each program.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No real weaknesses.

10. How will the indicator be used in management decision making and other agency processes?
The indicator will be used to determine how well Louisiana Tech University is retaining accreditation of all Mandatory programs. Results will be used in the budgeting process to determine resource allocation for those programs deemed most important to the University’s mission.
PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective III.1: Increase the number of students earning baccalaureate degrees in education at Louisiana Tech University by approximately 8%, from 77 in baseline year 1999-2000 to 83 in 2005-2006.

Indicator: Number of students earning baccalaureate degrees in education at Louisiana Tech University.

   Output.

2. What is the rationale for the indicator? (Why was this indicator selected?)
   A significant number of teachers in Louisiana’s classrooms are not certified to teach or are teaching outside their area. Louisiana’s colleges and universities are not graduating sufficient numbers of teachers, especially in specific areas. Louisiana Tech University is responding to this shortage by working to increase the pool of qualified teachers.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)
   The Board of Regents maintains a completers system which includes all students who have finished formal instructional programs in Louisiana’s public colleges and universities. Louisiana Tech University’s Office of Institutional Research submits data on completers annually.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)
   The data are gathered on an annual basis. For purposes of this indicator, the number of completers will be reported at the end of the fourth quarter.
5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.) This indicator is an aggregate count of baccalaureate graduates in education from Louisiana Tech University.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Not applicable.

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of the number of students earning baccalaureate degrees in education at Louisiana Tech University.

8. Who is responsible for data collection, analysis, and quality?

The Office of Institutional Research submits the data electronically to the Board of Regents, which edits and compiles the data at the State level.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses.

10. How will the indicator be used in management decision making and other agency processes?

This indicator will be used to assess Louisiana Tech University’s progress in training sufficient numbers of teachers for
Louisiana’s classrooms.
PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective III.1: Increase the number of students earning baccalaureate degrees in education at Louisiana Tech University by approximately 8%, from 77 in baseline year 1999-2000 to 83 in 2005-2006.

Indicator: Change in the number of students earning baccalaureate degrees in education at Louisiana Tech University.


Outcome.

2. What is the rationale for the indicator? (Why was this indicator selected?)

A significant number of teachers in Louisiana’s classrooms are not certified to teach or are teaching outside their area. Louisiana’s colleges and universities are not graduating sufficient numbers of teachers, especially in specific areas. Louisiana Tech University is responding to this shortage by working to increase the pool of qualified teachers.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)

The Board of Regents maintains a completers system which includes all students who have finished formal instructional programs in Louisiana’s public colleges and universities. Louisiana Tech University’s Office of Institutional Research submits data on completers annually.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

The data are gathered on an annual basis. For purposes of this indicator, the change in the number of completers will be reported at the end of the fourth quarter.
5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.)

Using a standard mathematical approach, the number of students earning baccalaureate degrees in education from Louisiana Tech University in any given year is subtracted from the number earned in the baseline year. The difference (either increase or decrease) is the reported change.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Not applicable.

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of the number of students earning baccalaureate degrees in education at Louisiana Tech University. The change will be calculated and reported in the aggregate.

8. Who is responsible for data collection, analysis, and quality?

The Office of Institutional Research submits the data electronically to the Board of Regents, which edits and compiles the data at the State level.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses.

10. How will the indicator be used in management decision making and other agency processes?

This indicator will be used to assess Louisiana Tech University’s progress in training sufficient numbers of teachers for Louisiana’s classrooms.
PERFORMANCE INDICATOR DOCUMENTATION

Program:       Board of Regents

Objective III.1: Increase the number of students earning baccalaureate degrees in education at Louisiana Tech University by approximately 8%, from 77 in baseline year 1999-2000 to 83 in 2005-2006.

Indicator: Percentage change in the number of students earning baccalaureate degrees in education at Louisiana Tech University.


Outcome.

2. What is the rationale for the indicator? (Why was this indicator selected?)

A significant number of teachers in Louisiana’s classrooms are not certified to teach or are teaching outside their area. Louisiana’s colleges and universities are not graduating sufficient numbers of teachers, especially in specific areas. Louisiana Tech University is responding to this shortage by working to increase the pool of qualified teachers.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)

The Board of Regents maintains a completers system which includes all students who have finished formal instructional programs in Louisiana’s public colleges and universities. Louisiana Tech University’s Office of Institutional Research submits data on completers annually.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

The data are gathered on an annual basis. For purposes of this indicator, the percent change in the number of completers will be reported at the end of the fourth quarter.
5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.)

Using a standard mathematical approach, the number of students earning baccalaureate degrees in education from Louisiana Tech University in any given year is subtracted from the number earned in the baseline year. The difference (either increase or decrease) is then divided by the baseline year total, resulting in a percent change.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Not applicable.

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of the number of students earning baccalaureate degrees in education at Louisiana Tech University. The percent change will be calculated and reported in the aggregate.

8. Who is responsible for data collection, analysis, and quality?

The Office of Institutional Research submits the data electronically to the Board of Regents, which edits and compiles the data at the State level.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses.

10. How will the indicator be used in management decision making and other agency processes?

This indicator will be used to assess Louisiana Tech University’s progress in training sufficient numbers of teachers for Louisiana’s classrooms.
**PROGRAM DOCUMENTATION**

**Program:** Board of Regents

**Objective III.2:** Increase the number of new reports of invention (ROIs) by 10% by 2005 using 2000 as a baseline when 16 ROIs were recorded.

**Indicator:** Number of new reports of invention (ROIs).


   Output

2. What is the rationale for the indicator? (Why was this indicator selected?)

   Leveraging the intellectual property and human capital of Louisiana Tech University enhances the economic and cultural development of the community, State, and region.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)

   Data will be retrieved from the internal database maintained in Louisiana Tech University’s Office of Economic Development and Technology Transfer.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

   The data are gathered continuously. For the purposes of this indicator, the number of new Reports of Invention (ROIs) will be reported at the end of the fourth quarter.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the
indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.

This indicator is a simple count of the number of Reports of Invention (ROIs) received by Louisiana Tech University’s Office of Economic Development and Technology Transfer.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Report of Invention (ROI) is defined as a report of intellectual property developed by faculty, staff, or students submitted to the Office of Economic Development and Technology Transfer under the policies and guidelines stipulated in Louisiana Tech University’s Intellectual Property Policy.

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of all the Reports of Invention (ROIs) received by Louisiana Tech University’s Office of Economic Development and Technology Transfer.

8. Who is responsible for data collection, analysis, and quality?

The Director of the Office of Economic Development and Technology Transfer is responsible for maintaining the database.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses.

10. How will the indicator be used in management decision making and other agency processes?
Reports of Invention (ROIs) reflect the rigor and creativity of the faculty, staff, and students in their pursuit of research and scholarly activity. This indicator will be used to assess Louisiana Tech University’s success in supporting the development and marketing of intellectual properties for economic and cultural development in Louisiana.
PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective III.2: Increase the number of new reports of invention (ROIs) by 10% by 2005 using 2000 as a baseline when 16 ROIs were recorded.

Indicator: Change in the number of new reports of invention (ROIs).


   Outcome.

2. What is the rationale for the indicator? (Why was this indicator selected?)

   Leveraging the intellectual property and human capital of Louisiana Tech University enhances the economic and cultural development of the community, State, and region.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)

   Data will be retrieved from the internal database maintained in Louisiana Tech University’s Office of Economic Development and Technology Transfer.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

   The data are gathered continuously. For the purposes of this indicator, the change in the number of Reports of Invention (ROIs) will be reported at the end of the fourth quarter.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the
indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.

Using a standard mathematical approach, the number of Reports of Invention (ROIs) in any given year is subtracted from the number reported in the baseline year. The difference (either increase or decrease) is the reported change.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Report of Invention (ROI) is defined as a report of intellectual property developed by faculty, staff, or students submitted to the Office of Economic Development and Technology Transfer under the policies and guidelines stipulated in Louisiana Tech University’s Intellectual Property Policy.

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of all the Reports of Invention (ROIs) received by Louisiana Tech University’s Office of Economic Development and Technology Transfer. The change will be calculated and reported in the aggregate.

8. Who is responsible for data collection, analysis, and quality?

The Director of the Office of Economic Development and Technology Transfer is responsible for maintaining the database.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses.

10. How will the indicator be used in management decision making and other agency processes?
Reports of Invention (ROIs) reflect the rigor and creativity of the faculty, staff, and students in their pursuit of research and scholarly activity. This indicator will be used to assess Louisiana Tech University’s success in supporting the development and marketing of intellectual properties for economic and cultural development in Louisiana.
Objective III.2: Increase the number of new reports of invention (ROIs) by 10% by 2005 using 2000 as a baseline when 16 ROIs were recorded.

Indicator: Percent change in the number of new reports of invention (ROIs).


   Outcome.

2. What is the rationale for the indicator? (Why was this indicator selected?)

   Leveraging the intellectual property and human capital of Louisiana Tech University enhances the economic and cultural development of the community, State, and region.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a built-in bias or hidden agenda.)

   Data will be retrieved from the internal database maintained in Louisiana Tech University’s Office of Economic Development and Technology Transfer.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

   The data are gathered continuously. For the purposes of this indicator, the percent change in the number of Reports of Invention will be reported at the end of the fourth quarter.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the
indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.)

Using a standard mathematical approach, the number of Reports of Invention (ROIs) in any given year is subtracted from the number reported in the baseline year. The difference (either increase or decrease) is then divided by the baseline year total, resulting in a percentage change.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Report of Invention (ROI) is defined as a report of intellectual property developed by faculty, staff, or students submitted to the Office of Economic Development and Technology Transfer under the policies and guidelines stipulated in Louisiana Tech University’s Intellectual Property Policy.

7. Is the indicator an aggregate or disaggregate figure? (Is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of all the Reports of Invention (ROIs) received by Louisiana Tech University’s Office of Economic Development and Technology Transfer. The percent change will be calculated and reported in the aggregate.

8. Who is responsible for data collection, analysis, and quality?

The Director of the Office of Economic Development and Technology Transfer is responsible for maintaining the database.

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses.

10. How will the indicator be used in management decision making and other agency processes?
Reports of Invention (ROIs) reflect the rigor and creativity of the faculty, staff, and students in their pursuit of research and scholarly activity. This indicator will be used to assess Louisiana Tech University’s success in supporting the development and marketing of intellectual properties for economic and cultural development in Louisiana.