Louisiana Tech University

FIVE-YEAR STRATEGIC PLAN

2005 – 2009

July 1, 2004
Vision Statement:
Louisiana Tech University will formulate, establish, and provide oversight for a comprehensive, well-balanced program of higher education designed to provide access to educational opportunities, to contribute to the state’s workforce development, and to improve the overall quality of life for Louisiana’s citizens through enhancing the educational attainment level of its clientele.

Mission Statement:
As a selective-admissions, comprehensive public university, Louisiana Tech is committed to quality in teaching, research, creative activity, public service, and economic development. Louisiana Tech maintains as its highest priority the education and development of its students in a challenging, yet safe and supportive, community of learners. Louisiana Tech provides a technology-rich, interdisciplinary teaching, learning, and research environment to ensure student and faculty success.

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

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

   **Objective I.1:** Increase fall 9th class day headcount enrollment at Louisiana Tech University by 4.28% from the Fall 2003 baseline level of 11,960 to 12,472 by Fall 2009.

   **Links:**
   - *Louisiana: Vision 2020*: Objective 1.1 - To involve every citizen in a process of lifelong learning
   - Children’s Budget Link: Not applicable
   - Human Resource Policies Beneficial to Women and Families Link: Not applicable
   - Other Links (TANF, Tobacco Settlement, Workforce Development Commission, or other): Not applicable
   - *Louisiana Tech University Strategic Plan*: Goal 1: Increase opportunities for student access and success.

   **Strategy I.1.1:** Create and distribute fact sheets for each academic major and frequently asked questions to assist in recruiting activities at all levels.

   **Strategy I.1.2:** Increase communications to high school sophomores, juniors, and their parents.

   **Strategy I.1.3:** Increase target marketing to seniors who are most likely to enroll (if possible, use predictive modeling to help identify most likely to enroll).

   **Strategy I.1.4:** Continue to make improvements in the Web and Web-based services.

   **Strategy I.1.5:** Increase the number of brochures for target populations (i.e., transfer, out-of-state, minority, high ability, low income), and increase the number personalized communications with these groups of students.

   **Strategy I.1.6:** Improve communication flow with transfer students.

   **Strategy I.1.7:** Cultivate relationships with two-year feeder colleges.
Strategy I.1.8: Increase the number of program specific articulation agreements with two-year colleges.

Performance Indicators:

Output: Number of students enrolled (as of the fall 9th class day) at Louisiana Tech University.

Outcome: Percent change in the number of students enrolled (as of the fall 9th class day) at Louisiana Tech University.

Source: Board of Regents SSPSLOAD

Note: Headcount enrollment both increases and decreases from year to year between Fall 2005 and Fall 2009 based on the projected number of high school graduates (WICHE, 2003) and projected first-time freshmen enrollment loss in Fall 2005 resulting from implementation of Master Plan admission standards.

Objective I.2: Increase minority fall 9th class day headcount enrollment at Louisiana Tech University by 1.14% from the Fall 2003 baseline level of 2,199 to 2,224 by Fall 2009.

Links: Louisiana: Vision 2020: Objective 1.1 – To involve every citizen in the process of lifelong learning. Children’s Budget Link: Not applicable Human Resource Policies Beneficial to Women and Families Link: Not applicable Other Links (TANF, Tobacco Settlement, Workforce Development Commission, or other): Not applicable

Louisiana Tech University Strategic Plan: Goal 1: Increase opportunities for student access and success.

Strategy I.2.1: Obtain additional names through PLAN, ACT, PSAT, and SAT identifying the minority students in each search to facilitate additional customized information.

Strategy I.2.2: Increase the number and frequency of communications with academically qualified minority students.

Strategy I.2.3: Create additional messages that profile success stories of other minority students.
Strategy I.2.4: Develop a series of minority student-to-student and/or alumnus-to-student contacts.

Performance Indicators:

Output: Number of minority students enrolled (as of the fall 9th class day) at Louisiana Tech University.

Outcome: Percent change in the number of minority students enrolled (as of the fall 9th class day) at Louisiana Tech University.

Source: Board of Regents SSPSRACEL

Note: For the purposes of this report, minority enrollment is defined as any reported race, other than the following: white, “non-resident alien,” or “refused to indicate.” Students reported as “non-resident aliens” and “refused to indicate” will not be included in the minority counts.

II. Goal: Ensure Quality and Accountability.

Objective II.1: Increase the percentage of first-time, full-time, degree-seeking freshmen retained to the second year in postsecondary education by one percentage point from the Fall 2003 baseline level of 84.8% to 85.8% by Fall 2009.

Links: Louisiana: Vision 2020: Objective 1.6.3 – Percentage of Louisiana residents who have graduated from a four-year college or university. Children’s Budget Link: Not applicable Human Resource Policies Beneficial to Women and Families Link: Not applicable Other Links (TANF, Tobacco Settlement, Workforce Development Commission, or other): Not applicable

Louisiana Tech University Strategic Plan: Goal 2: Ensure quality and accountability.
Strategy II.1.1: Continue pilot program and implementation plans for Noel Levitz’s Retention Management System (RMS), College Student Inventory (CSI).

Strategy II.1.2: Implement additional career decision-making activities for first-time freshmen who have not declared a major.

Strategy II.1.3: Develop a referral system for at-risk freshmen, freshmen needing guidance about various campus services, and freshmen inquiring about changing their majors.

Strategy II.1.4: Continue to refine and improve University Seminar 100/101.

Performance Indicators:

Output: Percentage of students retained in public postsecondary education by Fall 2009.

Outcome: Percentage point change in the retention rate of students enrolled in public postsecondary education by Fall 2009.

Output: Percentage of first-time, full-time, degree-seeking freshmen retained to the second year at Louisiana Tech University.

Outcome: Percentage point change in the percentage of first-time, full-time degree-seeking freshmen retained to the second year at Louisiana Tech University.

Source: Board of Regents SPSRETN

Objective II.2: Increase the six-year graduation rate at Louisiana Tech University by 0.56% percentage points from the 2002-2003 academic year baseline level of 56.24% to 56.8% by spring 2009.

Links: Louisiana: Vision 2020: Objective 1.6.3 – Percentage of Louisiana residents who have graduated from a four-year college or university.
Children’s Budget Link: Not applicable
Human Resource Policies Beneficial to Women and Families Link: Not applicable
Other Links (TANF, Tobacco Settlement, Workforce Development Commission, or other): Not applicable

*Louisiana Tech University Strategic Plan*: Goal 2: Ensure quality and accountability.

**Strategy II.2.1:** Implement automated degree audit.

**Strategy II.2.2:** Refine and improve Louisiana Tech’s advising system.

**Strategy II.2.3:** Recruit a more academically qualified student population.

**Strategy II.2.4:** Consider creating an academic success center.

**Strategy II.2.5:** Create a sophomore-to-junior retention plan.

**Strategy II.2.6:** Survey non-returning students to identify policies/procedures/services that if improved/changed would facilitate higher retention/graduation rates.

**Performance Indicators:**

**Output:** Percentage of students, identified in a first-time, full-time, degree-seeking cohort, graduating within six years from Louisiana Tech University.

**Outcome:** Percentage point change in the graduation rate for students, identified in a first-time, full-time, degree-seeking cohort, graduating within six years from Louisiana Tech University.

**Source:** Board of Regents JOHRPT91
Appendix A

Process Documentation

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.
   4. Louisiana Tech University’s 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.
7. 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, the University of Louisiana System’s Strategic 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.
Objective I.1 Students, parents, faculty, and staff within and outside the service areas of the University.
Objective I.2 Students, parents, faculty, and staff within and outside the service areas of the University.
Objective II.1 Students, employers, citizenry of the state.
Objective II.2 Students, employers, citizenry of the state.

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 Supervisors is a single program. Louisiana Tech University functions within the Board of Supervisors. Duplication of effort of more than one program 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.
Appendix B

Performance Indicator Documentation

Program: Louisiana Tech University

Objective I.1: Increase fall 9th class day headcount enrollment at Louisiana Tech University by 4.28% from the Fall 2003 baseline level of 11,960 to 12,472 by Fall 2009.

Indicator: Number of students enrolled (as of the fall 9th class day) at Louisiana Tech University.

1. What is the type of indicator?
Output.

2. What is the rationale for the indicator?
Louisiana Tech University recognizes the importance of Louisiana having an educated citizenry.

3. What is the source of the indicator? How reliable is the source?
Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.

4. What is the frequency and timing of collection or reporting?
The data are gathered three times annually: in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter, allowing time for collection, aggregation, and editing of the data.

5. How is the indicator calculated? Is this a standard calculation?
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?**
   This indicator is the aggregate of all enrolled students at Louisiana Tech University as of the fall 9th class day.

8. **Who is responsible for data collection, analysis, and quality?**
   Louisiana Tech University’s 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? 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. The size of an institution’s enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.
Performance Indicator Documentation

Program: Louisiana Tech University

Objective I.1: Increase fall 9th class day headcount enrollment at Louisiana Tech University by 4.28% from the Fall 2003 baseline level of 11,960 to 12,472 by Fall 2009.

Indicator: Percent change in the number of students enrolled (as of the fall 9th class day) at Louisiana Tech University.

1. What is the type of indicator?
   Outcome.

2. What is the rationale for the indicator?
   Louisiana Tech University recognizes the importance of Louisiana having an educated citizenry.

3. What is the source of the indicator? How reliable is the source?
   Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable. The change will be calculated using Fall 2003 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?
   The data are gathered three times annually: in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter, allowing time for collection, aggregation, and editing of the data. 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?
   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 dividing the difference by the baseline year, resulting in a percentage 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?**
This indicator is the aggregate of all enrolled students in Louisiana Tech University.

8. **Who is responsible for data collection, analysis, and quality?**
Louisiana Tech University’s 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? 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, and does not apply the enrollment calculations 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. 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: Louisiana Tech University

Objective I.2: Increase minority fall 9th class day headcount enrollment at Louisiana Tech University by 1.14% from the Fall 2003 baseline level of 2,199 to 2,224 by Fall 2009.

Indicator: Number of minority students enrolled (as of the fall 9th class day) at Louisiana Tech University.

1. What is the type of indicator?
   Output.

2. What is the rationale for the indicator?
   Louisiana Tech University recognizes that Louisiana’s minority participation remains under-represented in postsecondary 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? How reliable is the source?
   Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.

4. What is the frequency and timing of collection or reporting?
   The data are gathered three times annually, in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter, allowing time for collection, aggregation, and editing of the data.

5. How is the indicator calculated? Is this a standard calculation?
   For purposes the Board of Regents’ Master Plan, the University of Louisiana System Strategic Plan, and this strategic plan, minority is defined as any reported race, other than the following: white, “non-resident alien,” or “refused to indicate.” Students reported as “non-resident aliens” and “refused to indicate” will not be included in the minority counts. 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 any reported race, other than the following: white, “non-resident alien,” or “refused to indicate.”

7. **Is the indicator an aggregate or disaggregate figure?**
   This indicator is the aggregate of all enrolled students in Louisiana Tech University.

8. **Who is responsible for data collection, analysis, and quality?**
   Louisiana Tech University’s 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? 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 and excludes “non-resident aliens” and “refused to indicate.”

10. **How will the indicator be used in management decision making and other agency processes?**
    Louisiana Tech University remains committed to the premise that a diverse student body is advantageous for the students, the institution, the system, and the state. The objective of increasing minority enrollment in 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: Louisiana Tech University

Objective I.2: Increase minority fall 9th class day headcount enrollment at Louisiana Tech University by 1.14% from the Fall 2003 baseline level of 2,199 to 2,224 by Fall 2009.

Indicator: Percent change in the number of minority students enrolled (as of the 9th class day) at Louisiana Tech University.

1. What is the type of indicator?
   Outcome.

2. What is the rationale for the indicator?
   Louisiana Tech University recognizes that Louisiana’s minority participation remains under-represented in postsecondary 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? How reliable is the source?
   Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable. The change will be calculated using Fall 2003 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?
   The data are gathered three times annually: in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter, allowing time for collection, aggregation, and editing of the data. 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?
   For purposes of the Board of Regents’ Master Plan, the University of Louisiana System Strategic Plan, and this strategic plan, minority is defined as any reported race, other than the following: white, “non-resident alien,” or “refused to indicate.” Students reported as “non-resident aliens” and “refused to indicate” will not be included in the minority counts. 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 any reported race, other than the following: white, “non-resident alien,” or “refused to indicate.”

7. **Is the indicator an aggregate or disaggregate figure?**
   This indicator is the aggregate of all enrolled students in Louisiana Tech University.

8. **Who is responsible for data collection, analysis, and quality?**
   Louisiana Tech University’s 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? 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 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 remains committed to the premise that a diverse student body is advantageous for the students, the institution, the system, and the state. 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: Louisiana Tech University

Objective II.1: Increase the percentage of first-time, full-time, degree-seeking freshmen retained to the second year in postsecondary education by one percentage point from the Fall 2003 baseline level of 84.8% to 85.8% by Fall 2009.

Indicator: Percentage of first-time, full-time, degree-seeking freshmen retained to second year in public postsecondary education.

1. What is the type of indicator?
   Output

2. What is the rationale for the indicator?
   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? How reliable is the source?
   Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.

4. What is the frequency and timing of collection or reporting?
   The data are gathered three times annually, in the summer, fall, and spring. For this indicator, fall data from the previous year and the current year will be used. The indicator will be reported at the end of the third quarter, allowing time for collection, aggregation, and editing of the data.

5. How is the indicator calculated? Is this a standard calculation?
   Louisiana Tech University reports headcount enrollment 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 number will be calculated using the cohort of first-time, full-time degree-seeking freshmen in a given fall who re-enrolled the following fall.
6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   No.

7. **Is the indicator an aggregate or disaggregate figure?**
   This indicator is the aggregate of all enrolled students at Louisiana Tech University.

8. **Who is responsible for data collection, analysis, and quality?**
   Louisiana Tech University’s Office of Institutional Research submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campus/system 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? 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, and does not apply the enrollment calculations used for funding or reimbursement calculations.

10. **How will the indicator be used in management decision making and other agency processes?**
    Retention in college impacts many decisions. Student retention impacts 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, and program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas listed above.
Performance Indicator Documentation

Program: Board of Supervisors for the University of Louisiana System

Objective II.1: Increase the percentage of first-time, full-time, degree-seeking freshmen retained to the second year in postsecondary education by one percentage point from the Fall 2003 baseline level of 84.8% to 85.8% by Fall 2009.

Indicator: Percentage point change in the percentage of first-time, full-time degree-seeking freshmen retained to the second year in public postsecondary education.

1. What is the type of indicator?
   Outcome

2. What is the rationale for the indicator?
   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? How reliable is the source?
   Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.

4. What is the frequency and timing of collection or reporting?
   The data are gathered three times annually, in the summer, fall, and spring. For this indicator, fall data from the previous year and the current year will be used. The indicator will be reported at the end of the third quarter, allowing time for collection, aggregation, and editing of the data.

5. How is the indicator calculated? Is this a standard calculation?
   Louisiana Tech University reports headcount enrollment 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 baseline retention rate was calculated using the cohort of first-time, full-time entering freshmen in Fall 2002 who re-enrolled in Fall 2003. The same type of calculation will be performed using subsequent cohorts.
6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   No

7. **Is the indicator an aggregate or disaggregate figure?**
   This indicator is the aggregate of all enrolled students at Louisiana Tech University.

8. **Who is responsible for data collection, analysis, and quality?**
   Louisiana Tech University’s Office of Institutional Research submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campus/system 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? 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, and are not the enrollment calculations used for funding or reimbursement calculations.

10. **How will the indicator be used in management decision making and other agency processes?**
    Retention in college impacts many decisions. Student retention impacts 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, and program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas listed above.
Performance Indicator Documentation

Program: Louisiana Tech University

Objective II.1: Increase the percentage of first-time, full-time, degree-seeking freshmen retained to the second year in postsecondary education by one percentage point from the Fall 2003 baseline level of 84.8% to 85.8% by Fall 2009.

Indicator: Percentage of first-time, full-time, degree-seeking freshmen retained to the second year at Louisiana Tech University.

1. **What is the type of indicator?**
   Output

2. **What is the rationale for the indicator?**
   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? How reliable is the source?**
   Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.

4. **What is the frequency and timing of collection or reporting?**
   The data are gathered three times annually: in the summer, fall, and spring. For this indicator, fall data from the previous year and the current year will be used. The indicator will be reported at the end of the third quarter, allowing time for collection, aggregation, and editing of the data.

5. **How is the indicator calculated? Is this a standard calculation?**
   Louisiana Tech University reports headcount enrollment 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 number will be calculated using the cohort of first-time, full-time degree-seeking freshmen in a given fall who re-enrolled the following fall.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   No.
7. **Is the indicator an aggregate or disaggregate figure?**
   This indicator is the aggregate of all enrolled students in Louisiana Tech University.

8. **Who is responsible for data collection, analysis, and quality?**
   Louisiana Tech University’s 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? 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, and does not apply the enrollment calculations used for funding or reimbursement calculations.

10. **How will the indicator be used in management decision making and other agency processes?**
    Retention in college impacts many decisions. Student retention impacts 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, and program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas listed above.
Performance Indicator Documentation

Program: Louisiana Tech University

Objective II.1: Increase the percentage of first-time, full-time, degree-seeking freshmen retained to the second year in postsecondary education by one percentage point from the Fall 2003 baseline level of 84.8% to 85.8% by Fall 2009.

Indicator: Percentage point change in the percentage of first-time, full-time degree-seeking freshmen retained to the second year at Louisiana Tech University.

1. What is the type of indicator?
   Outcome.

2. What is the rationale for the indicator?
   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? How reliable is the source?
   Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.

4. What is the frequency and timing of collection or reporting?
   The data are gathered three times annually: in the summer, fall, and spring. For this indicator, fall data from the previous year and the current year will be used. The indicator will be reported at the end of the third quarter, allowing time for collection, aggregation, and editing of the data.

5. How is the indicator calculated? Is this a standard calculation?
   Louisiana Tech University reports headcount enrollment 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 baseline retention rate was calculated using the cohort of first-time, full-time degree-seeking entering freshmen in Fall 2002 who re-enrolled in Fall 2003. The same type of calculation will be performed using subsequent cohorts.
6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
No.

7. **Is the indicator an aggregate or disaggregate figure?**
This indicator is the aggregate of all enrolled students in Louisiana Tech University.

8. **Who is responsible for data collection, analysis, and quality?**
Louisiana Tech University’s 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? 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, and does not apply the enrollment calculations used for funding or reimbursement calculations.

10. **How will the indicator be used in management decision making and other agency processes?**
Retention in college impacts many decisions. Student retention impacts 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, and program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas listed above.
Performance Indicator Documentation

Program: Louisiana Tech University

Objective II.2: Increase the six-year graduation rate at Louisiana Tech University by 0.56% percentage points from the 2002-2003 academic year baseline level of 56.24% to 56.8% by spring 2009.

Indicator: Percentage of students, identified in a first-time, full-time, degree-seeking cohort, graduating within six years from Louisiana Tech University.

1. What is the type of indicator?
Output.

2. What is the rationale for the indicator?
It is important for the further development of the state’s economy that a higher percentage of students who enroll at Louisiana Tech University earn a degree.

3. What is the source of the indicator? How reliable is the source?
The source of the data is the Board of Regents’ Statewide Student Profile System to identify the cohort and the Regents’ Completers System for graduates. Louisiana Tech University will follow the new protocol as established by the Southern Regional Education Board (SREB) which accounts for students who transferred to other public campuses in the state and subsequently graduate (within six years).

4. What is the frequency and timing of collection or reporting?
The student cohort data include those students who entered Louisiana Tech University six years earlier and reflect how many and what percentage graduated (either from Louisiana Tech University or another public institution in Louisiana).

5. How is the indicator calculated? Is this a standard calculation?
Louisiana Tech University reports the number from an entering cohort who graduated within six years. The number of graduates divided by the original cohort results in a graduation rate.
6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
   No.

7. Is the indicator an aggregate or disaggregate figure?
   Louisiana Tech University will be reporting a single number of graduates from a particular cohort.

8. Who is responsible for data collection, analysis, and quality?
   Louisiana Tech University’s Office of Institutional research reports the data electronically to the Board of Regents.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
   No.

10. How will the indicator be used in management decision making and other agency processes?
    Louisiana Tech University is committed to improving graduation rates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to improved graduation rates.
Performance Indicator Documentation

Program: Louisiana Tech University

Objective II.2: Increase the six-year graduation rate at Louisiana Tech University by 0.56% percentage points from the 2002-2003 academic year baseline level of 56.24% to 56.8% by spring 2009.

Indicator: Percentage point change in the graduation rate for students, identified in a first-time, full-time, degree-seeking cohort, graduating within six years from Louisiana Tech University.

1. What is the type of indicator?  
Outcome

2. What is the rationale for the indicator?  
It is important for the further development of the state’s economy that a higher percentage of students who enroll at Louisiana Tech University earn a degree.

3. What is the source of the indicator?  How reliable is the source?  
The source of the data is the Board of Regents’ Statewide Student Profile System to identify the cohort and the Regents’ Completers System for graduates. Louisiana Tech University will follow the new protocol as established by the Southern Regional Education Board (SREB) which accounts for students who transferred to other public campuses in the state and subsequently graduate (within six years).

4. What is the frequency and timing of collection or reporting?  
The student cohort data include those students who entered Louisiana Tech University six years earlier and reflect how many and what percentage graduated (either from Louisiana Tech University or another public institution in Louisiana).

5. How is the indicator calculated?  Is this a standard calculation?  
Louisiana Tech University reports the number from an entering cohort who graduated within six years and calculates a graduation rate. The graduation rates for two years are calculated, followed by subtraction of the percentages from each other, resulting in a percentage point change.
6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
No.

7. **Is the indicator an aggregate or disaggregate figure?**
   Louisiana Tech University will be reporting a single number of graduates from a particular cohort and the appropriate percentage rate.

8. **Who is responsible for data collection, analysis, and quality?**
   Louisiana Tech University’s Office of Institutional Research reports the data electronically to the Board of Regents.

9. **Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?**
   No.

10. **How will the indicator be used in management decision making and other agency processes?**
    Louisiana Tech University is committed to improving graduation rates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to improved graduation rates.
**CONTACT INFORMATION**

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