Louisiana Tech University
University of Louisiana System

GRAD Act Annual Report
FY 2013-2014 (Year 4)

Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2014

and to the
Louisiana Board of Regents,
May 1, 2014

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1. STUDENT SUCCESS

• An explanation for or observation on any Targeted measure(s) in this objective for which the institution is not reporting as having met or improved for the reporting year.

As anticipated, Louisiana Tech University did not meet its target for baccalaureate completers for this reporting period.When the initial targets were set in September of 2010, Louisiana Tech did not have an automated degree audit system to assist in accurately predicting completers in future years. The University is in the process of implementing a degree audit system, AGILEGrad, a Hobsons product that provides enhanced statistical capabilities for future cohorts.

In setting initial targets, and as reported in previous GRAD Act reports, Tech relied heavily on projections from the college departments and deans. Further, from early discussions with Dr. Layzell and Board of Regents staff members there was an expectation that Tech's targets would show an increase over the baseline year. Even though our recruiting efforts have been successful, additional analysis has revealed that incoming freshman and transfer numbers should have been weighted more in the determination of initial targets. These numbers have proven to be the hard data that drive the completer numbers. Tech's historical data over a seven-year period reveal that the number of baccalaureate graduates from a given cohort year are between 52-60% of the number of new incoming students from each entry year. This trend is documented in the table of **bachelor's completers as a percent** of new freshmen and transfer students and shows that with increased admission standards and the resulting decline in the number of new students entering the pipeline, fewer degrees will be awarded.

As Tech has worked to expand recruiting and retention efforts in recent years, several noteworthy trends have emerged. For the fourth year in a row, Tech has improved the number of baccalaureate completers as a percentage of new incoming freshmen and transfer students from 49.34% for students entering in 2003-04 and graduating by 2008-09 to 60.03% for students entering in 2007-08 and graduating by 2012-13. Retention rates have increased 4.0 percentage points from 74.4% for students entering in 2007-08 and returning in 2008-09 to 78.4% for students entering in 2012-13 and returning in 2013-14. These trends should lead to higher six-year graduation rates for later cohort years. Further, the average ACT score for entering freshmen increased 2.3 percentage points from 22.2 in 2003-04 to 24.5 in 2013-14.

Tech's same institution graduation rate as defined and reported in the NCES Graduation Rate Survey and as reported on in table 1.a.iv.of this report, shows a decrease from 48.2% in reporting year three (Fall 2005 cohort and graduating by Fall 2011) to 47% for this year (Fall 2006 cohort and graduating by Fall 2012), which is reporting year four. However, Tech has already calculated the graduation rate that will be reported next year in reporting year five (Fall 2007 cohort and graduating by Fall 2013), and it reveals an increase to 49.3%, the highest graduation rate since GRAD Act reporting began in 2010. This year's graduation rate of 47% is believed to be an anomaly. The same rationale applies to the graduation rate data in table 1.a.vii., which is Tech's Statewide Graduation Rate.

• Student success policies/programs/initiatives implemented/continued during the reporting year.

With the appointment of a new university president came a vigorously renewed commitment to Tech's number one strategic priority of recruiting and retaining a diverse undergraduate and graduate student body and university community. This priority includes a goal to increase overall enrollment by 37% from 10,962 in Fall 2013 to 15,000 by Fall 2020. In support of this priority, administrative departments are being reorganized and realigned. Enrollment Management was moved from Academic Affairs to Student Affairs to more efficiently and effectively capitalize on the human resources who play an active and daily role in recruiting and retention efforts outside of the classroom.

During summer 2013 orientation sessions, Student Affairs staff members including but not limited to the vice president, deans, campus law enforcement, counseling, campus dining, and leisure and recreation assisted orientation/admissions staff in helping new students and their families acclimate to Louisiana Tech University. Simultaneously, the five academic colleges are being challenged to prepare their own recruiting and retention plans and it has been made clear to the entire university community that recruiting and retention are everyone's number one priority. Even before internal reorganizations became official in July of 2013, enhanced collaboration across campus helped Tech realize a 19% increase in first-time freshman enrollment from 1306 in Fall 2012 to 1552 in Fall 2013. And, retention of first-time freshmen increased 2.3 percentage points from 76.1% in Fall 2012 to 78.4% in Fall 2013. Early indications are positive for Fall 2014 with a 18% increase in admitted first-time freshmen and a 41% increase in admitted transfer students as of April 3, 2014.

Through a proposed realignment of the Bulldog Achievement Resource Center (BARC), Tech is in the beginning stages of developing a comprehensive plan for the University's first-year experience program. In February of this year three staff members who have offices located in the BARC attended the Annual Conference on The First-Year Experience in San Diego, California. Based partially on information gathered at this conference, an initial plan has been proposed and it includes initiatives that can begin immediately with existing resources as well as initiatives that can be partially implemented with existing resources and those that will require additional resources and staff. One example of the initiatives that can be implemented immediately is an intrusive early alert/intervention program for at-risk students and it includes a component that classifies the level of intervention needed as low, medium, and high. Other examples include a seamless handoff from admissions/recruiting staff members to a retention team located in the BARC as well as intentional programming for students residing on campus and those who have not yet declared a major. The realignment of the BARC involves locating/relocating four departments within the BARC's organizational structure including Residential Life, Student Development and Academic Enhancement (newly created), Students in Transition (newly created) and Testing and Disability Services.

The College of Engineering and Science's (COES) Undergraduate Studies Office sponsored several new initiatives for their students this year. Career Day Preparation Week (before both annual career days) included resume workshops, interview skills workshops, workshops on how to use the TechLink system, and more. In addition, weekly emails are being sent to all undergraduate students in COES to alert them to important deadlines (advising, registration, drop/add, purge, etc.), as well as other (workshops, speakers, events) opportunities. Large banners were constructed encouraging students to get advised and register on time. A new FAQ list with specific common questions and step-by-step instructions (available outside the Undergraduate Studies Office and online) was developed and posted. Emails have been sent out each quarter on how to be advised and the College is working to engage students and have them take ownership in the advising process. Faculty have indicated that more students are getting advised on time, college-wide events have seen record-high attendance, and students regularly respond to the information that is being sent

out to them.

• Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.

Louisiana Tech continues to segment and track retention and graduation rates over time to analyze the differences between students who persist and those who do not. Retention data are segmented in multiple ways such as gender, ethnicity, ACT scores, college/major, and hometown distance from campus. Beginning with the Fall 2013 entering cohorts, Tech is also tracking term-by-term retention rates for all new freshmen and transfer students as well as first-generation and veteran students. Term-by-term tracking is in addition to fall-to-fall tracking. The University's newly implemented Hobsons Retain CRM communication and database system is allowing Tech to more efficiently and effectively gather and monitor this type of data. Further, Retain has a communication tool that allows sending targeted email and/or print correspondence and includes analytics that inform staff members if a particular communication has been opened and viewed by an individual student or by a targeted group of students. All communications sent through Retain are tracked and attached to individual student records. The analytics will assist Tech in measuring the effectiveness of each communication campaign. Retain is being maintained in the BARC. New initiatives have not been in place for a long enough to ascertain their effectiveness during this reporting period.

• Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year.

As reported under the previous bullet, Tech will use Retain to track, monitor, and report on many of the University's student success initiatives. However, due to budget challenges and staff turnover, implementation of the full capabilities of Retain did not occur during this reporting period. With the realignment of BARC staff members and departments, Tech has a renewed commitment to training additional staff members and to more fully utilize the capabilities of the system during the upcoming year. One aspect of the Retain implementation that has been successfully completed is the identification and population of student data within the system. For example, student demographic, academic, and enrollment data are populated nightly through an automatic upload between Tech's student information system and Retain.

During this reporting year and also due in part to budget challenges, Tech abandoned plans to contract with Noel-Levitz for implementation of a Student Retention Predictor model. The software was going to be used to develop a multivariate regression model that would calculate a retention number to be used in helping predict the likelihood that a student will persist (high number) or leave (low number) during the first year of enrollment at Tech. Instead, Tech has decided to take this project in house and utilize the University's own resources, AROS (Applied Research for Organizational Solutions), to develop a retention predictor model. AROS is currently engaged in creating an enrollment predictor model for first-time freshmen in order to more accurately predict enrollment and thereby assist the University in developing its annual operating budget. The retention predictor model will begin development once the enrollment predictor project has been completed. AROS is a consulting group within Louisiana Tech's Industrial Organization doctoral program that is managed by Tech faculty and utilizes doctoral students to develop data driven solutions for organizations.

• Development/use of external feedback reports during the reporting year.

The Office of Professional Education Outreach (OPEO) continues to be actively involved in the professional development of and feedback to K–12 educators. The mission of OPEO is to work with schools and districts to identify specific needs that can be addressed through University-led professional development. In 2014, collaborations with NASA's Marshall Space Flight Center will result in additional STEM-related professional development offerings for teachers in the state and across the nation.

The Science and Technology Education Center (SciTEC), housed within the College of Education, continues to support the professional development of K-12 teachers with the goal of ensuring that all students are college and career ready when they graduate from high school. Between 2012 and 2013, almost 3 million dollars in grant funding was managed by SciTEC, and supported opportunities for professional development and for summer learning experiences for elementary and high school students across the state. These funded projects addressed mathematics, science, and literacy as determined by needs identified through an analysis of school and district data.

Dr. Lynne Nielsen, an assistant professor in the College of Education, has continued her active involvement in the National Core Leadership Committee for Mathematics as well as in math-related meetings through the Partnership for Assessment of Readiness for College and Careers (PARCC) and conference calls addressing the Common Core State Standards (CCSS). Dr Nielsen has also worked with a group of math educators in Princeton, NJ, which aligned the middle school Praxis examination in mathematics to the CCSS. She has used her insights to help align mathematics methods courses and practica experiences to the CCSS. More recently, Dr. Nielsen has agreed to serve as a program reviewer for the National Council of Teachers of Mathematics (NCTM). NCTM is a Specialized Professional Association (SPA) affiliated with the Council for Accreditation of Educator Preparation (CAEP), the nation's largest educator preparation program accreditation body. She is also currently working with the Office of Professional Education Outreach (OPEO) on a Mathematics and Science Partnership (MSP) grant proposal that would potentially provide professional development to a large group of teachers in Sabine Parish.

The College of Engineering and Science continues to develop and expand partnerships with key feeder high schools. Many of these partnerships were initially established through our TechSTEP program that provided a series of Teacher Workshops that build collaborative teams of University faculty and high school teachers. This program has evolved into partnerships with the Cyber Innovation Center (CIC) in Bossier City. Through this partnership, we are offering a variety of outreach programs that are continuing to build these relationships with feeder high schools. The College hosts week-long immersions camps called Cyber Discovery. These camps provide teams of students and teachers from high schools with an engaging experience that examines all issues of cyberspace such as the need and use of security, ethical and social issues, history of cyberspace, and hands-on engineering and computer science applications of technology. Teachers from each school attend professional development workshops before leading their teams in week-long challenges. In addition to these camps, this past fall we offered a CaddoTechSTEP program in partnership with the CIC to 8 high schools in Caddo Parish. This year, our partnership with the CIC in delivering these programs has directly impacted 30 high schools, 74 teachers, and approximately 200 high schools students.

Louisiana Tech has continued producing annual **high school feedback reports** for feeder high schools. The reports include information about the number of students from each high school who enrolled at Tech during the fall term following their graduation from high school. Also included in the

reports are data about average high school GPA, average ACT scores, and the number enrolling at Tech who participated in dual enrollment during their senior year. Additional data are provided about student performance once they enroll at the University, including average Tech GPA, and cumulative hours earned after the first quarter of enrollment at Tech.

Dual enrollment continues to be a primary focus area for the University. Annual enrollment (summer, fall, winter, and spring) has grown 144% from 1,143 in 2008-09 to 2,784 students in 2012-13. Louisiana Tech has continued holding annual meetings with counselors, principals, and teachers from our partner high schools, and feedback is provided about how dual enrollment students perform when they enroll as first-time freshmen at Tech. Further, Louisiana Tech's Dual Enrollment Faculty Course Coordinators continue to meet with high school teachers in their teaching disciplines each summer to review student performance from the prior year and expected learning outcomes for the upcoming year.

a. Implement policies established by the institution's management board to achieve cohort graduation rate and graduation productivity goals that are consistent with institutional peers.

1.a.i Retention of first-time, full-time, degree-seeking students, 1st to 2nd Year Retention Rate (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**Fall 08 to Fall 09**	**Fall 09 to Fall 10**	**Fall 10 to Fall 11**	**Fall 11 to Fall 12**	**Fall 12 to Fall 13**	**Fall 13 to Fall 14**	**Fall 14 to Fall 15**
# in Fall Cohort	**1509**	**1451**	**1528**	**1579**	**1269**		
# Retained to 2nd Fall semester	**1122**	**1079**	**1182**	**1201**	**995**		
Rate	**74.4%**	**74.4%**	**77.4%**	**76.1%**	**78.4%**		
Target		**76% (74% - 78%)**	**76.2% (74.2% - 78.2%)**	**76.4% (74.4% - 78.4%)**	**76.6% (74.6% - 78.6%)**	**76.8% (74.8% - 78.8%**	**77.0% (75.0% - 79.0%)**
Actual Fall 06 to Fall 07							
Actual Fall 07 to Fall 08							
Actual Fall 08 to Fall 09							
Avg of Prior Three Years							
Actual Fall 09 to Fall 10							
Actual Fall 10 to Fall 11							
Avg of Most Recent Two Yrs							
Target Met?		**YES**	**YES**	**YES**	**YES**		

1.a.ii. Retention of first-time, full-time, degree-seeking students, 1st to 3rd year Retention Rate (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**Fall 07 to Fall 09**	**Fall 08 to Fall 10**	**Fall 09 to Fall 11**	**Fall 10 to Fall 12**	**Fall 11 to Fall 13**	**Fall 12 to Fall 14**	**Fall 13 to Fall 15**
# in Fall Cohort	**1525**	**1509**	**1451**	**1528**	**1579**		
# Retained to 3rd Fall semester	**947**	**980**	**941**	**979**	**1045**		
Rate	**62.1%**	**64.9%**	**64.9%**	**64.1%**	**66.2%**		
Target		**64% (62.0% - 66.0%)**	**64.2% (62.2% - 66.2%)**	**64.2% (62.4% - 66.4%)**	**64.6% (62.6% - 66.6%)**	**64.8% (62.8% - 66.8%)**	**65.0% (63.0% - 67.0%)**
Actual Fall 05 to Fall 07							
Actual Fall 06 to Fall 08							
Actual Fall 07 to Fall 09							
Avg of Prior Three Years							
Actual Fall 08 to Fall 10							
Actual Fall 09 to Fall 11							
Avg of Most Recent Two Yrs							
Target Met?		**YES**	**YES**	**YES**	**YES**		

1.a.iv. Graduation Rate: Same institution graduation rate as defined and reported by the NCES Graduation Rate Survey (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**Fall 2002 cohort through Fall 2008**	**Fall 2003 cohort through Fall 2009**	**Fall 2004 cohort through Fall 2010**	**Fall 2005 cohort through Fall 2011**	**Fall 2006 cohort through Fall 2012**	**Fall 2007 cohort through Fall 2013**	**Fall 2008 cohort through Fall 2014**
# in Fall Cohort	**1936**	**1948**	**1644**	**1653**	**1625**		
# Graduated within 150% of time	**916**	**887**	**786**	**796**	**764**		
Rate	**47.3%**	**45.5%**	**47.8%**	**48.2%**	**47%**		
Target		**47.5% (45.5% - 49.5%)**	**48.0% (46.0% - 50.0%)**	**48.3% (46.3% - 50.3%)**	**48.7% (46.7% - 50.7%)**	**49.0% (47.0% - 51.0%)**	**50.0% (48.0% - 52.0%)**
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		**YES**	**YES**	**YES**	**YES**		

1.a.vii. Graduation Rate: Statewide Graduation Rate Utilizing Board of Regents BRGRATERPT (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**Fall 2002 cohort through Fall 2008**	**Fall 2003 cohort through Fall 2009**	**Fall 2004 cohort through Fall 2010**	**Fall 2005 cohort through Fall 2011**	**Fall 2006 cohort through Fall 2012**	**Fall 2007 cohort through Fall 2013**	**Fall 2008 cohort through Fall 2014**
# in Fall Cohort	**1969**	**1962**	**1646**	**1656**	**1624**		
# Graduated within 150% of time at any state public institution	**1045**	**1043**	**892**	**908**	**857**		
Rate	**53.1%**	**53.2%**	**54.2%**	**54.8%**	**52.8%**		
Target		**55.1% (53.1% - 57.1%)**	**55.2% (53.2% – 57.2%)**	**55.4% (53.4% - 57.4%)**	**55.6% (53.6% - 57.6%)**	**55.8% (53.8% - 57.8%)**	**56.0% (54.0% - 58.0%)**
Actual Fall 02 cohort					**53.1%**		
Actual Fall 03 cohort					**53.2%**		
Actual Fall 04 cohort					**54.2%**		
Avg of Prior Three Years					**53.5%**		
Actual Fall 05 cohort					**54.8%**		
Actual Fall 06 cohort					**52.8%**		
Avg of Most Recent Two Yrs					**53.8%**		
Target Met?		**YES**	**YES**	**YES**	**YES**		

1.a.viii. Percent of freshmen admitted by exception by term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
# Freshmen Admitted (Summer)	**202**	**190**	**190**	**190**	**141**		
# Admitted by Exception	**16**	**10**	**15**	**12**	**10**		
Rate	**7.9%**	**5.3%**	**7.9%**	**6.3%**	**7.1**		
# in Freshmen Admitted (Fall)	**1330**	**1432**	**1473**	**1142**	**1434**		
# Admitted by Exception	**78**	**92**	**62**	**34**	**48**		
Rate	**5.9%**	**6.4%**	**4.2%**	**3.0%**	**3.3%**		
# in Freshmen Admitted (Winter)	**58**	**63**	**44**	**29**	**29**		
# Admitted by Exception	**3**	**4**	**3**	**2**	**4**		
Rate	**5.2%**	**6.4%**	**6.8%**	**6.9%**	**13.8**		
# in Freshmen Admitted (Spring)	**59**	**61**	**58**	**45**	**40**		
# Admitted by Exception	**4**	**6**	**2**	**4**	**1**		
Rate	**6.8%**	**9.8%**	**3.5%**	**8.9%**	**2.5%**		
# in Freshmen Admitted (Total)	**1649**	**1746**	**1765**	**1406**	**1644**		
# Admitted by Exception	**101**	**112**	**82**	**52**	**63**		
Rate	**6.1%**	**6.4%**	**4.7%**	**3.7%**	**3.8%**		

b. Increase the percentage of program completers at all levels each year.

1.b.i. Percentage change in number of completers, from baseline year, all award levels (Targeted)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of Completers, Baccalaureate	**1306**	**1261**	**1216**	**1210**	**1197**		
% Change		**-3.4%**	**-6.9%**	**-7.4%**	**-8.3%**		
Target		**-3.4%**	**-3.1% (1266)**	**-2.3% (1276)**	**-1.0% (1293)**	**0.0% (1306)**	**2.0% (1332)**

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of Completers, Post-Baccalaureate	**19**	**25**	**41**	**17**	**12**		
% Change		**31.5%**	**115.8%**	**-10.5%**	**-36.8%**		
Target		**31.5% (25)**	**56.0% (30)**	**68% (32)**	**76% (33)**	**85% (35)**	**85% (35)**

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
Total, Undergraduate Completers	**1325**	**1286**	**1257**	**1227**	**1209**		
% Change		**-2.9%**	**-5.1%**	**-7.4%**	**-8.8%**		
Target		**-2.9%**	**-2.2% (1296)**	**-1.3% (1308)**	**0% (1326)**	**1.2% (1341)**	**3.2% (1367)**
Actual AY 08-09					**1325**		
Actual AY 09-10					**1286**		
Actual AY 10-11					**1257**		
Avg of Most Recent Three Yrs			**1358**	**1330**	**1289**		
Actual AY 11-12					**1227**		
Actual AY 12-13					**1209**		
Avg of Most Recent Two Yrs			**1272**	**1242**	**1218**		
Target Met?		**YES**	**NO**	**NO**	**NO**		

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of Completers, Masters	**352**	**411**	**450**	**463**	**475**		
% Change		**16.7%**	**27.8%**	**31.5%**	**34.9%**		
Target		**16.7%**	**16.0% (408)**	**16.0% (408)**	**18.0% (415)**	**18.0% (415))**	**20.0% (422)**

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of Completers, Doctoral	**37**	**36***	**33***	**48***	**54***		
% Change		**-2.7%**	**-10.8%**	**29.7%**	**45.9%**		
Target		**-2.7%**	**0.0% (37)**	**0.0% (37)**	**0.0% (37)**	**0.0% (37)**	**2.7% (38)**

**The 2009-10 total includes 5 Doctor of Audiology graduates; the 2010-11 total includes 2 Doctor of Audiology graduates; the 2011-12 total includes 7 Doctor of Audiology graduates; and 2012-13 includes 3 Doctor of Audiology graduates. The AuD degree was reclassified to a professional CIP during the academic year 2010-11.*

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
Total, Graduate Completers	**389**	**447**	**483**	**511**	**529**		
% Change		**14.9%**	**24.2%**	**31.4%**	**36.0%**		
Target		**14.9%**	**14.4% (445)**	**14.4% (445)**	**16.2% (452)**	**16.2% (452)**	**18.3% (460)**
Actual AY 06-07							
Actual AY 07-08							
Actual AY 08-09							
Avg of Prior Three Years							
Actual AY 09-10							
Actual AY 10-11							
Avg of Most Recent Two Yrs							
Target Met?		**YES**	**YES**	**YES**	**YES**		

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of Completers, TOTAL All Degrees	**1714**	**1733**	**1740**	**1738**	**1738**		
% Change from baseline		**1.1%**	**1.5%**	**1.4%**	**1.4%**		

1.c.i. Number of high school students enrolled at the postsecondary institution while still in high school (as defined in Board of Regents' SSPS, student level "PR"), by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
Summer	**52**	**17**	**52**	**64**	**54**		
Fall	**584**	**755**	**1061**	**1166**	**1290**		
Winter	**308**	**20**	**78**	**193**	**269**		
Spring	**199**	**565**	**1027**	**1155**	**1171**		
TOTAL	**1143**	**1357**	**2218**	**2578**	**2784**		

1.c.ii. Number of semester credit hours in which high school students enroll, by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
Summer	**327**	**99**	**156**	**234**	**196**		
Fall	**2875**	**3611**	**5337**	**6121**	**6670**		
Winter	**1044**	**77**	**388**	**969**	**1076**		
Spring	**704**	**2229**	**4070**	**4816**	**4796**		
TOTAL	**4950**	**6016**	**9951**	**12140**	**12738**		

1.c.iii. Number of semester credit hours completed by high school students with a grade of A,B, C, D, F or P, by semester/term (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
Summer	**288**	**93**	**156**	**234**	**196**		
Fall	**2832**	**3570**	**5084**	**5908**	**6396**		
Winter	**1036**	**77**	**385**	**947**	**1061**		
Spring	**699**	**2219**	**4029**	**4650**	**4656**		
TOTAL	**4855**	**5959**	**9654**	**11739**	**12310**		

1.d.i. Passages rates on licensure exams (Tracked)

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	2009-10 BASELINE YEAR Passage Rate*	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate for 2012-13
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	100%	12	11	92%
Dietitian	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the Academy of Nutrition and Dietetics (formerly ADA)	100%	16	10	62.5%**
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam	AHIMA: American Health Information Management Association	100%	10	9	90%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	84%	60	56	93.3%

** Baseline Year Passage Rate = data reported under Calculated Passage Rate in 2012 GRAD Act report. Current reporting year is 2013-14 (Year 4).*

*** Louisiana Tech believes that the passage rate of 62.5% is not reflective of previous or future years' passage rates. In addition, several measures have been undertaken to ensure higher passage rates in the future. For the period July 1, 2013 to December 31, 2013, an additional sixteen students have taken the exam and fourteen (88%) have passed it.*

1.d.i.b. Passage rate on licensure exam in Education (PRAXIS); licensure granted by Louisiana Department of Education (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	**10-11**	**11-12**	**12-13**	**13-14**
Number of students who took exams	**171**	**226**		
Number of students who met standards for passage	**171**	**226**		
Calculated Passage rate	**100%**	**100%**		
Target	**98.0% (96.0% - 100%)**	**98.0% (96.0% - 100%)**	**98.0% (96.0% - 100%)**	**98.0% (96.0% - 100%)**
Actual Year 06-07				
Actual Year 07-08				
Actual Year 08-09				
Avg of Prior Three Years				
Actual 09-10				
Actual 10-11				
Avg of Most Recent Two Yrs				
Target Met?	**Yes**	**Yes**		

2. ARTICULATION AND TRANSFER

- **Articulation and transfer policies/programs/initiatives implemented/continued during the reporting year, especially as they relate to the Louisiana Transfer Degree programs.**

The first to second year retention rate for transfer students decreased from 62.8% last year (reporting year three) to 61% this year (reporting year four). However, as evidenced by Louisiana Tech's enrollment goals for the year 2020, the reorganization of the BARC, and the newly created position of Director of Students in Transition (see Student Success narrative), it is recognized that much work is yet to be done. Also, further analysis revealed that an additional 19 students were retained who were not picked up in Board of Regents retention calculations. This was due to Social Security number discrepancies that were corrected after data were reported to the Board of Regents. All but one of the students were international students. Including the 19 students raises Tech's actual retention rate to 64.4%, which is a 1.6% increase over last year.

Several new transfer initiatives have been implemented since the last reporting period. Louisiana Tech reallocated resources within the Admissions Office and created a new Communications Coordinator and Transfer Counselor position. The person who was hired was tasked with revising written communications and web content as well as serving as a transfer and readmission counselor/recruiter. Early indications are positive with a 74% increase in new transfer applications as of April 3, 2014, for Fall Quarter 2014 compared to the same time last year. Readmission applications for Fall Quarter 2014 are up 108% as of April 3, 2014.

A new Bridge to Bulldogs program will commence this summer. The program is a joint initiative between Louisiana Tech University and Bossier Parish Community College that will take place from June 15 - July 18, 2014. Bridge students enroll through BPCC for summer course work with classes held on Tech's campus; students will also live on Louisiana Tech's campus in the University Park apartments. Students who satisfy Bridge academic requirements will be admitted to Tech for the subsequent fall quarter. Students who do not satisfy the Bridge academic requirements have an opportunity to continue in the program until they meet transfer admission requirements. Students who are just shy of meeting Tech's admission criteria (one or two points below the ACT cut score for math or English) were hand-selected for this program. They will enroll in Developmental Math or Developmental English and one additional three-credit-hour course. As of April 3, 2014, a total of 274 students have been invited and 31 have registered. The program will be capped at 100 students this year and pre-and-post COMPASS tests will be used to help determine the effectiveness of the program. As reported in the above Student Success narrative a new Director of Students in Transition position was created to manage this program.

The Director of Students in Transition is also tasked with assisting in recruiting and retention efforts for all new transfer students. One new initiative for this year is a *Tech Day* at our feeder community colleges. The first event took place at South Arkansas Community College on March 10, 2014, a second event is scheduled at Bossier Parish Community College on April 9, 2014, and a third event is being planned for Louisiana Delta Community College in the fall. The goals for these events are to build relationships with students, faculty, and administrators, to increase their knowledge about Tech's programs, and to seek opportunities for future collaboration.

Tech has continued the new transfer scholarship policy that was put into place last year. This was an effort to increase access to Tech for the transfer student population and to increase transfer retention rates. A new application process was created, and scholarships are awarded each quarter for new,

qualified transfer students. The number of quarters that the scholarships are being awarded for are contingent upon the number of hours being transferred to the University. There are three levels of annual award amounts that are dependent on transfer GPA ranges. For the first time this summer, students will be able to use these scholarships for summer quarter enrollment. Previously, university scholarships were only paid during fall, winter, and spring quarters.

- **Data-based evaluation, including student performance, conducted to ascertain effectiveness during the reporting year.**

Most of the initiatives reported in the Student Success narrative also support efforts to recruit and retain transfer students. Transfer cohorts are identified in Retain and can be tracked from fall-to-fall and term-to-term. Part of the responsibility of the new Director of Students in Transition will be to assist in the identification of new initiatives and tracking their effectiveness.

The realignment of the BARC and the addition of one and one-half FTE staff members to transfer initiatives (Communications Coordinator/Transfer Counselor and Director of Students in Transition) have not been in place long enough to provide a strong data-based evaluation of their efforts during this reporting year. However, as mentioned above, early indications are positive with a 74% increase in new transfer applications and a 108% increase in readmission applications for Fall Quarter as of April 3, 2014. Further, the responses to Tech's new Bridge to Bulldogs Invitations have been strong (see above bullet).

- **Tracking/monitoring/reporting mechanisms implemented/continued during the reporting year, especially as they pertain to student transfer issues.**

During 2013-14, no students transferred to Louisiana Tech after having earned a Louisiana transfer degree. However, the 4.5% of graduates who began as transfer students with associate degrees remained higher than the baseline level of 3.1% in 2008-09.

In addition to Retain, Tech is in the early stages of implementing a document imaging and records management system, ImageNow by Perceptive Software. When fully implemented, the system will significantly improve work-flow efficiency and processing time of transfer student transcripts. It will also be more environmentally friendly by eliminating the need for physical storage space and reducing paper consumption.

The University's ability to track and monitor transfer students has improved with the implementation of Retain. As previously reported under Student Success, this system will be managed by BARC staff in the upcoming year and there are plans to significantly expand the use of the software. Two staff members will be attending Hobsons University, the annual users' conference, in July. Peer institutions will be presenting best practices and sharing ideas with other users.

- **Development/use of agreements/external feedback reports during the reporting year.**

A new collaboration agreement was signed by Louisiana Tech University and Bossier Parish Community College (BPCC) on March 6, 2014, for **Bridge to Bulldogs** which will begin this summer. See the first bullet above for additional details.

Louisiana Tech and BPCC also have a **Cross Enrollment** Memorandum of Understanding that was signed on February 6, 2013. This program is for Louisiana Tech students who were admitted as admission exceptions and who are in need of a developmental math or English course. The Cross Enrollment agreement allows students to pay all tuition and fees to Tech and to transfer seamlessly the developmental course credit upon completion of coursework. Spring 2013 was the first quarter that students enrolled under this agreement and it remains in effect today.

As provided in the Memorandums of Understanding with **Louisiana Delta Community College** (May 15, 2008), **Bossier Parish Community College** (November 12, 2010), and **South Arkansas Community College** (November 29, 2011), students may sign Intent to Participate agreements that will expedite program progression and allow seamless record transferability and data sharing in compliance with the Family Educational Rights and Privacy Act (FERPA). These agreements can be initiated by either the community college or by Louisiana Tech.

In addition, Louisiana Tech has the following program-specific articulations agreements:

Biology – Louisiana Delta Community College (see **Louisiana Delta Community College** MOU)
Biology – Bossier Parish Community College (see **BPCC BISC** – new in 2012)
Business (all majors: Accounting, Business Administration, Economics, Finance, Computer Information Systems, Management, and Marketing) – Louisiana Delta Community College and Bossier Parish Community College (see **Louisiana Delta Community College** MOU, and **BPCC Business**)
Early Childhood Education – Louisiana Delta Community College **(LDCC ECE)**
Engineering & Science – Bossier Parish Community College (see **Bossier Parish Community College** MOU)
Engineering & Science – Bossier Parish Community College (see **Baton Rouge Community College** MOU – new in 2013)
Geographic Information Science, Natural Resources Concentration and Social Sciences Concentration – Bossier Parish Community College (**Bossier Parish Community College GIS** – new in 2012)
Health Informatics and Information Management – Bossier Parish Community College, Delgado Community College, and Southern University – Shreveport (**HIM**)
Nursing – **Grambling State University,** and **Northwestern State University** (new in 2012)

Annual feedback reports were continued for Louisiana Tech's feeder community colleges. The **summary report** provides an overview of the number of students transferring, how many students transferred with associate degrees, the average number of transfer hours, credit hours pursued/earned, and GPA data.

a. Phase in increased admission standards and other necessary policies in order to increase transfer student retention and graduation rates.

2.a.i.a. 1st to 2nd year retention rate of baccalaureate degree-seeking transfer students (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# enrolled in the academic year	**600**	**551**		
# retained to the next Fall semester	**377**	**336***		
Rate	**62.8%**	**61.0%**		
Target	**62.0% (60.0% - 64.0%)**	**62.4% (60.4% - 64.4%)**	**62.6% (60.6% - 64.6%)**	**63.0% (61.0% - 65.0%)**
Actual Year 07-08				
Actual Year 08-09				
Actual Year 09-10				
Avg of Prior Three Years				
Actual 10-11				
Actual 11-12				
Avg of Most Recent Two Yrs				
Met?	**YES**	**YES**		

**An additional 19 students for whom there were Social Security Number discrepancies were retained; including them in the calculation raises Tech's retention rate to 64.4%. Eighteen of the nineteen students were international students, one student's record had a data entry error.*

2.a.ii. Number of baccalaureate graduates that began as transfer students (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of bacc completers	**1306**	**1261**	**1216**	**1212**	**1197**		
# who began as transfers	**302**	**292**	**317**	**298**	**285**		
Percentage who began as transfers	**23.1%**	**23.2%**	**26.1%**	**24.6%**	**23.8%**		

Note: Files of 2008-09, 2009-10, 2010-11, 2011-12, and 2012-13 baccalaureate graduates (minus duplicates) were matched with datawarehouse student files (going back to 2002) to determine "transfer" entry code status. Those students entering prior to 2002 were then matched against the transcript file in the Student Information System to determine entry code status.

2.a.iii. Percent of transfer students admitted by exception (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
# Transfers Admitted (Summer)	**77**	**88**	**64**	**62**	**72**		
# Admitted by Exception	**5**	**2**	**4**	**1**	**4**		
Rate	**6.5%**	**2.3%**	**6.3%**	**1.6%**	**5.6%**		
# Transfers Admitted (Fall)	**364**	**375**	**423**	**390**	**369**		
# Admitted by Exception	**29**	**24**	**20**	**8**	**10**		
Rate	**8.0%**	**6.4%**	**4.7%**	**2.1%**	**2.7%**		
# Transfers Admitted (Winter)	**80**	**118**	**74**	**96**	**46**		
# Admitted by Exception	**5**	**8**	**7**	**4**	**6**		
Rate	**6.3%**	**6.8%**	**9.5%**	**4.2%**	**13.0%**		
# Transfers Admitted (Spring)	**176**	**167**	**163**	**133**	**157**		
# Admitted by Exception	**11**	**8**	**7**	**4**	**6**		
Rate	**6.3%**	**4.8%**	**4.3%**	**3.0%**	**3.8%**		
# Transfers Admitted (TOTAL)	**697**	**748**	**724**	**681**	**644**		
# Admitted by Exception	**50**	**42**	**38**	**17**	**26**		
Rate	**7.2%**	**5.6%**	**5.2%**	**2.5%**	**4.0%**		

b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.

2.b.i. 1st to 2nd year retention rate of those who transfer in with an associate degree from any two-year institution. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# transfers in	**60**	**79**	**96**	**99**	**86**		
# retained to next Fall semester	**37**	**59**	**71**	**60**	**57**		
Rate	**62.7%**	**74.7%**	**74%**	**60.6%**	**66.3%**		

2.b.ii. Number of baccalaureate graduates that began as transfer students with associate degrees from any two-year institution. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of bacc completers	**1306**	**1261**	**1216**	**1210**	**1197**		
# who began as transfers w assoc degree	**40**	**29**	**68**	**51**	**54**		
Percentage who began as transfers w assoc degree	**3.1%**	**2.3%**	**5.6%**	**4.3%**	**4.5%**		

c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.

2.c.i. Number of students referred at any time during the given academic year to two-year colleges and technical colleges. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
# of students referred	**23**	**49**	**74**	**347**	**806**		

d. Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.

2.d.iii. 1st to 2nd year retention rate of those who transfer with AALT, ASLT, or AST degrees (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of transfer degree students enrolled	**0**	**0**	**4**	**0**	**0**		
# retained to next Fall semester	**N.A.**	**N.A.**	**3**	**N/A**	**N/A**		
Rate	**N.A.**	**N.A.**	**75.0%**	**N/A**	**N/A**		

2.d.iv. Number of degree graduates that began as transfer students with AALT, ASLT, or AST degrees (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of completers who began as transfer degree students	**0**	**0**	**0**	**0**	**0**		

3. WORKFORCE AND ECONOMIC DEVELOPMENT

- **Activities conducted during the reporting year to identify programs that have low number of completers or are not aligned with current or strategic regional and/or state workforce needs.**

Louisiana Tech continues to review its program offerings to ensure attainment of mission-specific and programmatic goals. Tech received ULS Board approval in March 2013 to terminate the Master of Arts in Teaching-Multiple Levels Grades K-12. The program's four concentrations (Art Education, Vocal and Instrumental Music Education, and Health & Physical Education) had low enrollment and low demand for teachers in these areas.

The ULS Board approved the termination of the BS in Education Multiple Levels-Grades K-12 (with two concentrations: Art Education and Health & Physical Education) concurrently with the reinstatement of the BS in Health & Physical Education in March 2014. The two curricula were consolidated in the ULS Low-Completer Review in 2011 in an effort to sustain the Art Education program. Art Education continued to be a low-demand concentration, and the H&PE program is a popular major supporting the continuing growth and vigor of the University's Kinesiology curricula. These two actions will be presented to the Board of Regents in April 2014.

- **Activities conducted during the reporting year to identify/modify/initiate programs that are aligned with current or strategic workforce needs as defined by Regents* utilizing Louisiana Workforce Commission and Louisiana Economic Development published forecasts.**

Louisiana Tech received approval to offer the first four-year undergraduate degree program in Cyber Engineering in the United States. The program was officially launched in Fall 2012 with 23 majors in Fall 2012 and 76 majors in Fall 2013. The program brings in the foundations of computer science and electrical engineering with liberal arts support that engages cyber engineers in the political and social issues presenting in cyberspace.

The College of Engineering and Science, in a collaboration with the Industry Consortium for Innovations in Communications, Information, and Cyberspace (IC^3), launched a nine-month IT@LATech undergraduate certificate In Fall 2013 which addresses current industry needs with courses designed and selected in consultation with industry partners through unique instructional resources and hands-on experiences. The certificate is composed of courses in software development, software engineering, data analytics, database management systems, and a distinctive project management/project experience sequence.

The College of Business received approval to offer the online Certificate in Business Foundations in Spring 2013. This post-baccalaureate certificate is designed to provide individuals with access to foundational business skills essential in today's economy. The certificate requires successful completion in 12 credit hours selected from six foundational courses in business curricula.

Three significant realignments were initiated during the current reporting period. 1. Louisiana Tech has submitted a request to the ULS Board (April 2014) to consolidate two degree programs in the College of Liberal Arts, the BA in Speech and the BA in Journalism, into one degree program, the BA in Communication. The BA in Journalism will be terminated as a result. This consolidation ensures viability of the curricula, increases recruiting

potential, enables increased interdisciplinary collaboration, and focuses on digital and technological forms of modern communication. 2. The ULS Board approved the realignment of the School of Art and the School of Architecture into the School of Design, resulting in enhanced use of shared resources, alignment of curricular offerings, and administrative efficiencies. The action will be presented to the Board of Regents in April 2014. 3. The College of Business consolidated two baccalaureate degrees (Business Management & Entrepreneurship and Human Resource Management) into one Bachelor of Science program, Management, with three concentrations (Business Management, Entrepreneurship, and Human Resources). The consolidation allows Human Resources to be sustained as a viable option and enables the College of Business to continue to build a strong connection to Engineering & Science through the entrepreneurship concentration. The ULS Board and the Board of Regents approved this action in April 2013.

Louisiana Tech has established the Bridge to Bulldogs Program in collaboration through a Memorandum of Understanding with Bossier Parish Community College to provide applicants with coursework, skill-building opportunities, and associated student services on campus that will prepare them for full admission to Louisiana Tech. The Program is scheduled to launch in Summer 2014.

Louisiana Tech continues to participate in the University of Louisiana System BA degree in Organizational Leadership, which is designed to meet the needs of adult learners across the State of Louisiana. Louisiana Tech's Concentration Area is Project Team Leadership. Tech's Vice President for Academic Affairs serves as the Chair of the ULS Consortium Council overseeing the collaborative degree.

In collaboration with the Director of University Communications, the College of Liberal Arts has established six paid summer internships to provide students with workplace experience in problem solving, marketing, campaign design/implementation, and mentoring, as well as to provide the University's recruiting teams unique and specific perspectives on recruiting traditional and non-traditional students to Tech.

- **Activities conducted during the reporting year with local Workforce Investment Board**

Dr. Davy Norris, Director of the Enterprise Center and Assistant Professor of Economics, continues to serve on the Occupational Forecasting Conference of the Workforce Investment Council. Under his leadership, Louisiana Tech University is completing the final year of our LA_I6 Proof of Concept Center grant funded collaboratively with $1.2 million from the U.S. Department of Commerce, the National Science Foundation, and the Environmental Protection Agency with matching resources of over $5 million from private and public partners in the region. This project was one of six competitive grants awarded nationally in 2011. The Tech program has resulted in six technology licenses of new "green" innovations to external business partners and led to three new startup companies spun out of the University. The companies are in key sectors such as alternative energy, green construction, and trenchless technology.

Tech has also been working in the second year of our Rural Jobs and Business Accelerator program funded by the U.S. Department of Commerce, the USDA, and the Delta Regional Authority. Since the beginning of the program in 2012--one of 12 funded nationally--20 entrepreneurs and new startup companies have enter the program, and nine have graduated. The other 11 represent the second-year cohort, and they will complete the program in May 2014. The program has already resulted in three new business startups and two business expansions in the region. All of these have been focused in high growth sectors such electronics and biosciences with significant job creation opportunities.

In addition, we have expanded our partnership with the Fenway Group and their Xperience program for software engineers. The company, located in our Enterprise Campus, has expanded the program from 4 employees in 2012 to 30 employees in March 2014, and the group had doubled their footprint in Tech Pointe. The program consists of part-time, paid employment for Tech students with extensive mentoring from senior technical leaders from Fenway and is designed to accelerate the skill set of students and place them in employment with clients or the Fenway Group upon graduation. Eighty percent of the students who have graduated from the program have been placed in above entry-level positions with clients or with Fenway. Another company, BlueArx LLC, is establishing a similar program in our Enterprise Campus beginning in April 2014 and focuses on students from English, Technical Writing, Journalism, Graphic Design, and Marketing. In support of the workforce needs of the new Computer Sciences Corporation in Bossier City, the University has launched an effort to expand our production of IT-related graduates significantly in programs such as computer sciences, cyber engineering, and computer information systems. We intend to grow enrollment in these programs by at least 50% by the end of 2015.

Louisiana Tech's $1 million grant from the Louisiana Office of Community Development's Disaster Recovery Unit, "Advanced Certifications and Training for Technology (ACTT)," was a complete success. We offered free workforce training through numerous partnerships in business, industry, and community organizations, such as CenturyLink of Monroe, Hunt Guillot and Associates of Ruston, Mortgage Contracting Services of Ruston, the Health Hut of Ruston, Overton Brooks VA Medical Center, Youth Camps of Minden, and the Cyber Innovation Center of Bossier City throughout6 the duration of the grant, which ended on December 31, 2013. The ACTT team has also partnered with Bossier Paris and Delta Community Colleges and various Louisiana Technical Colleges in Northweast Louisiana, as well as with Workforce Investment Boards and their Rapid Response and Business Service Teams across northern Louisiana. This grant exceeded all of the goals and expectations required, most notably the numbers entering training, 773, exceeded the goal of 300. Additionally, 126 of the grant's trainees entered the workforce, exceeding the goal of 100; and 71.3% (555) of the total number of trainees (773) came from Low- to Moderate-Income families, exceeding the goal of 51%.

Tech's Division of Continuing Education and Distance Learning (CEDL) continues to develop and maintain contact with key local and State agencies, such as LWC, LED, LRA, LABI, and chambers of commerce and regional economic development entities. Activities this year include a renewed partnership with Management Seven LLC (state-wide), Central Management LLC (state-wide), Ates Construction Company of Dubach, First National Bank of Bienville (four parishes), three companies under Green Clinic (clinic, management, and surgical hospital in four parishes), Weyerhauser Wood Products (world-wide), Hunt Guillot of Ruston, Pinnacle Entertainment of Louisiana, Frymaster, and the Cyber Innovation Center of Bossier City. Educational partnerships include Partners for Strategic Advantage of Shreveport, Bossier Parish Community College, Delta Community College, Cyber Academic of Shreveport, Gettechnical of Baton Rouge, and the Louisiana Bankers Association of Baton Rouge. Continuing Education has provided CEU certificates to 605 professions for professional hours, licensing requirements, and growth in their respective fields. Workforce Development has trained 1,406 employees in three IWTP grants and several partner projects during this period, resulting in 28 jobs created, 316 jobs retained, and an average wage increase of 4.94% over the three grants. WD also partnered with providers to train 229 participants, resulting in 9 jobs created, 1,316 jobs retained, and an average wage increase of 5.04% for the employees trained.

- **Other means of tracking students into the workforce outside of the 2012 Employment Outcomes Report.**

Each academic college collects preliminary information in an exit survey from graduating seniors, gathering information regarding employment and professional plans. These survey results are captured prior to graduation while we have access to students, and many of the students have not aggressively pursued job search activities at that point. Applied & Natural Sciences' most recent data report that, of those responding, 25% of their graduates were employed, 27.6% were seeking employment, 39.5% planned to attend professional/graduate school, 4.6% planned to seek further undergraduate study, .7% were entering the military, and 2.6% intended to participate in volunteer service. Business' most recent data report that, of those responding to the survey, 29.4% of their graduates had found employment, 52.9% were seeking initial or other employment, 13.6% planned to continue their education, and 1% planned to enter the military. Education's most recent data indicate that, of those responding to the survey, 30.5% of their graduates had found employment and 69.5% were seeking employment, 47% intended to participate in volunteer service, 80.5% planned to attend graduate school, and 1.4% planned to enter the military. Engineering & Science's most recent data reflect that 84% of their graduates found or were seeking employment, 14 % planned on attending graduate or professional school, and 2% were entering the military. Liberal Arts' most recent data report that 53.1% of those responding found employment, 41.4% planned on attending graduate or professional school, 2.3% were entering the military, and 3.1% intended to participate in volunteer service or seek other options.

- **Improved technology/expanded distance learning offerings during the reporting year.**

Each year, all units at the University assess their technology needs and aspirations and submit their proposals through established budget planning channels and through the Student Technology Fee Board (STFB) which allocates funds accrued from approved student assessments. In 2012-2013, The STFB allocated approximately $1.3 million dollars for recurring and new initiatives to enhance technology for instruction and infrastructure improvements. To date in 2013-2014, the STFB has allocated approximately $1.1 million. New projects include significant enhancements to Prescott Memorial Library, Engineering & Technology management, the School of Art, the Department of Speech (Audiology), Financial Aid, the University Policy Security Program, and the Center for Instructional Technology. All projects directly impact the education and co-curricular experiences of the University's students.

The number of distance-delivered course sections has shown modest growth since baseline 2008-09, and has stabilized in the past four years. Of the 423 course sections offered in Year 4, 95% were offered 100% online, a percentage that has remained constant since the baseline year. Enrollment in online courses in Year 4 increased by 14.7% over Year 3, demonstrating an increase of 52% over the baseline year. The overall percentage of SCHs delivered by distance technology remains relatively small and stable – averaging 5.4% of the total University SCH production for the past three years. The innovations and enhancements for infrastructure, software, and web portals implemented by the Center for Instructional Technology, the University Computing Center, and the technology centers in the academic colleges continue to address and meet current needs for course delivery. The state-of-the-art technology installations in the newly renovated University Hall and the GTM large lecture hall have added high-occupancy instructional and collaborative space to the University's inventory. The installation of two smart classrooms/compressed video hubs in the University's Shreveport Center and one in the Barksdale Center have enhanced the University's increased commitment to serving the educational needs of Shreveport/Bossier City.

a. Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.

3.a.i. Number of programs eliminated as a result of institutional or Board of Regents review (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
# of eliminated programs	**0**	**0**	**27***	**0**	**3*****		

3.a.ii. Number of programs modified or added to meet current or strategic workforce needs, as identified by the institution in collaboration with LWC and LED (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
# of programs modified or added	**9**	**17**	**5****	**3**	**5********		

***These were actions resulting from the BOR low completer review in April of 2011, which took place after completing the GRAD Act report for year one. At Louisiana Tech, 27 degree programs were either terminated or terminated and consolidated into other existing degree programs.*

***Addition of B.S. in Cyber Engineering; two teacher certification PBC's now online (Adult and English as a Second Language); internship requirement in B.S. in Merchandising and Consumer Studies; increase in required clinical hours for all Secondary Teacher Education degree program concentrations .*

****One proposal for termination is currently under review at the Board of Supervisors, and one is at the Board of Regents.*

*****Addition of I-Tec Certificate, addition Certificate in Business Foundations, realignment of BA in Communications, consolidation of School of Design and curricular consolidation in Art, and consolidation of BS in Management.*

3.a.iii. Percent of programs aligned with workforce and economic development needs as identified by Regents* utilizing LWC or LED published forecasts. (Descriptive)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
# of programs, all degree levels			**123**	**126**	**125**		
# of programs aligned with needs			**123**	**126**	**125**		
% of programs aligned			**100%**	**100%**	**100%**		

b. Increase use of technology for distance learning to expand educational offerings.

3.b.i. Number of course sections with 50% and with 100% instruction through distance education (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of course sections that are 50-99% distance delivered	**16**	**24**	**38**	**19**	**21**		
# of course sections that are 100% distance delivered	**287**	**384**	**361**	**366**	**402**		

3.b.ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education, duplicated headcount (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of students enrolled in courses that are 50-99% distance delivered	**204**	**272**	**544**	**304**	**370**		
# of students enrolled in courses that are 100% distance delivered	**4225**	**6340**	**6270**	**5808**	**6642**		

3.b.iii. Number of programs offered through 100% distance education by award level (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Associate	**1**	**1**		
Baccalaureate	**3**	**3**		
Post-Baccalaureate		**1**		
Grad Cert	**4**	**4**		
Masters	**5**	**5**		
PMC				
Specialist				
Doctoral				
Professional				
TOTAL	**13**	**14**		
Target (Total Programs)	**12 (11-13)**	**13 (12-14)**	**13 (12-14)**	**13 (12-14)**
Actual Year 08-09				
Actual Year 09-10				
Actual Year 10-11				
Avg of Prior Three Years				
Actual 11-12				
Actual 12-13				
Avg of Most Recent Two Yrs				
Met?	**YES**	**YES**		

3. WORKFORCE AND ECONOMIC DEVELOPMENT for RESEARCH

c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.

- **Context for research reporting for the 11-12 year: how alignment of Research & Development activities with key economic development industries was determined, sources of reported data and information, method for isolating data related to key economic areas, and any other critical factors in approaching specific GRAD Act reporting requirements.**

Research Productivity

The institution has focused on increasing federal research funding with some measure of success as reflected by an increase of annual federal research expenditures from $5.5M in FY 2005 to $10.0M in FY 2013, representing an increase of 82% over that period of time. Total annual research expenditures have increased from $18.6M to $25M, representing an increase of 34% over the same period. There has also been an increased focus on research productivity as measured by high-quality journal publications. The increasing research activities have also spurred a high level of innovation as reflected in reports of invention, patents, licenses, start-up companies, and industry partnerships as described later in this narrative.

Faculty from Louisiana Tech play important leadership roles in a five-year $20 million grant from NSF to the Board of Regents' EPSCoR program (materials and computational science). The grant established the Louisiana Alliance for Simulation-Guided Materials Applications, or LA-SiGMA, a virtual organization for materials science research and education that includes faculty from Louisiana Tech, LSU, Tulane, UNO, Southern, Xavier, and Grambling. LA-SiGMA expects to benefit the public through the development of faster and energy-efficient computers, better and cheaper industrial catalysts and energy storage materials, systems. LA-SiGMA is also making substantial contributions to the creation of a diverse and technologically sophisticated workforce in Louisiana. Dr. Bala Ramachandran of Louisiana Tech is a co-PI of the LA-SiGMA grant. In 2013, LA-SiGMA was required to undergo a very rigorous NSF Reverse Site Visit before a national panel of reviewers. The LA-SiGMA team received very positive reviews from the panel.

Technology Transfer and Economic Development

In 2012, Louisiana Tech was awarded ***one of only 11 grants made nationally*** in the Jobs and Innovation Accelerator Challenge through the U.S. Department of Commerce in collaboration with U.S. Department of Agriculture and the Delta Regional Authority.. In the first two years of the program we have held over two dozen workshops in 10 north Louisiana communities focused on early entrepreneurial identification and strategy formation, technology innovation and business development. These workshops have been attended by over 200 people. The core focus of the program is four-month series of trainings and workshops for new technology entrepreneurs and growing businesses on developing their business concept and launching their new business or business expansion. Each entrepreneur participant is teamed with an entrepreneurial coach and we have recruited over 75 expert panelists covering business development topics such as marketing, personnel management, intellectual property, operations, logistics, and financing. Eight entrepreneurs have graduated from the program, and 18 more are currently participating in the second year cycle. Seven of these 26 entrepreneurs are developing business ventures based on intellectual property of Louisiana Tech University.

In 2011, Louisiana Tech received a $1.2M grant from the Economic Development Administration (EDA), EPA, and NSF to establish a Proof of Concept Center (PoCC) serving the I-20 corridor region in north Louisiana. This EDA i6 Green Challenge grant was ***one of only six such awards***

made nationally. The PoCC funding focuses on increasing the speed with which new technology innovations enter the market. It addresses the most significant gaps in our regional innovation ecosystem for the greatest regional economic impact. Over 30 private companies, municipalities, economic development organizations, and other regional partners have committed to participate through direct collaboration on development projects and by serving on an Advisory Board that provides expertise on commercialization. The PoCC takes projects with University intellectual property as well as projects from private sector partners, determines the regulatory and performance standards the product must meet to be able to enter the market rapidly and successfully, field/site tests the product, and provides direct guidance for the final stage of product development.

In last year's report we mentioned that one of the projects supported by the PoCC was a "green" high durability concrete for harsh environments developed by Dr Erez Allouche. This geopolymer concrete is made from the waste fly ash produced by CLECO's coal-burning power plants. The geopolymer has demonstrated excellent performance as a construction material, particularly as a refractory material. M.L. Smith, LLC, a refractory construction company in Ruston is partnering with the TTC to field test the geopolymer in industrial settings. NASA Stennis has worked with us to expose the geopolymer to direct rocket blast to enable assessment of the product to very high temperatures and pressures. We are pleased to report that geopolymer projects are progressing extremely well. With the assistance of ML Smith, in March 2014 we poured 30,000 lbs of geopolymer concrete in a pulp and paper plant in New Augusta, MS. In addition, we are currently working on 3 additional demonstration projects in Louisiana and Arkansas. Because geopolymer can perform in temperatures up to 3,000 degrees Fahrenheit, NASA is field testing the geopolymer as a concrete substitute for their rocket launch pads at their Stennis, MS facility. As reported on KTBS TV in Shreveport (link to video http://www.ktbs.com/story/24776864/out-of-this-world-concrete) the material is exceeding NASA's expectations. Furthermore, we are in currently in license discussions with several companies for different applications of geopolymer concrete.

New projects supported over the last year include: Cloud-based green building materials library and online tool; Energy harvesting from solar, thermal, and vibration; High efficiency solar panels; CIPP lining for rehabilitation of HVAC Duct systems

Since its inception in 2011 the activities of the PoCC have supported 14 separate technology development projects at Louisiana Tech, all with commercial partners sharing the costs. These investments have contributed to 10 technology licenses of university IP with 8 commercial partners for market deployment of new technologies. The commercial partners have committed over $5.2m in matching funds for the projects. It has also resulted in the creation of two new startup companies Scinterella, focused on commercialization of geopolymer concrete, and Nanogaia, a biotech company with a new product for disease research. Several other projects are nearing completion and could result in new licenses, new startup companies and new products on the market. Some of the partnerships that have resulted in technology licenses include:

Steven Winter & Associates (SWA): The technology that was ultimately license to the company involves a new method of lining HVAC ducts. It was adapted from work at our Trenchless Technology Center (TTC) and is an excellent example of applying technology in new areas. This technology improves efficiency of heating/cooling systems by eliminating air leaks and making air flow more efficient. The company initially optioned the technology to give them time to evaluate it more closely. They were impressed by what they saw and at their request we converted the option to a license agreement.

Magneto Innovations: Magneto is a start-up company founded by an enterprising minority graduate student andinventor of the technology, Bryan Cox. The technology involves a magnetic sensor that has applications in many areas. The magnetic sensor can be produced at low cost and printed on a variety of substrates such as flexible plastic materials. The company is working to further develop the technology to make it more attractive to a potential strategic partner.

OrganicNano: OrganicNano is a faculty-based start-up company founded by the inventor of the technology. The company is looking to commercialize the faculty member's novel bone cement. This new cement incorporates antibiotics encapsulated in nano-containers for slow release of the drug to prevent infection. Unlike other bone cements that have attempted to incorporate anti-biotics, the advantage of this formulation is that it does so without diminishing the binding or adhesion strength of the cement. It also controls the release of antibiotic to give prolonged protection against post-operative infection.

DT Labs: The technology that was licensed by the company was developed by Dr Vir Phoha. This technology is complementary to other software programs. It allows a program to determine if it has collected a representative number of samples before making a prediction. It is covered by several issued and pending patents.

American Tie Tek, LLC: As reported previously American Tie Tek licensed our geopolymer technology invented by Dr Erez Allouche and Carlos Montes. Geopolymer is a concrete substitute that can be made from an industrial waste byproduct, coal flyash produced from coal fired power plants. Tietek intends to help re-purpose the flyash into a useful material. In the last year our inventors have spent a great deal of time consulting with the company providing much needed technical advice. In fact they traveled to the facility to personally assist them in their development efforts. As evidence of their commitment to this technology, they have paid us over $100,000 in licensing fees in the past year.

IPEX Technologies, Inc.: IPEX Technologies licensed an energy harvesting technology that is analogous to a hydroelectric power plant. But instead of capturing the energy spilling over a dam it captures it from wastewater conveyance systems. This technology was developed by Dr. Arun Jagnathan, Dr. Erez Allouche, and graduate student Mungtra Chuslip. In this past year our researchers have greatly assisted the company by designing and building actual working, functional prototypes that they can scale-up.

Jupiter Fuels, LLC: As mentioned in the previous report Jupiter Fuels is a Louisiana start-up company based in Minden. Jupiter has licensed a nanoengineered catalyst developed by Dr. Chester Wilson, Dr. John McDonald, and graduate student Joshua Brown. This nanoengineered catalyst can convert natural gas to liquid fuels like diesel. During this past period Jupiter has expended significant capital building a pilot plant at Camp Minden. To assist them in their efforts and to help in the transfer of the technical know-how, that company hired one of the co-inventors, John McDonald after he graduated.

- **Research productivity and technology transfer activities related to Louisiana's key economic development industries that have taken place during the reporting year; provide any relevant metrics to demonstrate impact.**

The institution has had extensive involvement with Louisiana Economic Development (LED), statewide associations, regional economic development organizations, municipalities, and the private sector in support of economic development. We have hosted economic development meetings of the Committee of 100, the Council for a Better Louisiana, and the North Louisiana Economic Partnership, among others, in our R&D facilities. Louisiana Tech hosted CABL's Leadership Forum in 2013 and provided overviews of our R&D and innovation activities. In addition, the Lincoln Leadership Group was also hosted and provided overviews of Tech's R&D and innovation activities.

In 2012, Vice President Les Guice worked very closely with LED and Battelle in conducting a Strategic Inventory of Research and Innovation Assets for the State of Louisiana. In 2013, Louisiana Tech identified its 5 STEM Priority Areas (Science & Engineering for Health & Quality of Life; Cyber & Information Systems; Infrastructure, Energy, and Environmental Systems; Matter, Materials, and Multiscale Systems; STEM Education, Entrepreneurship & Innovation). These research areas were aligned with the energy industry sectors in the Batelle report. Five key faculty leaders at Tech contributed to the state Science and Technology Master Plan, commissioned by the Board of Regents Master Plan Research

Advisory Committee (MRPAC). President Guice was also appointed by Governor Bobby Jindal as Chair of the Louisiana Innovation Council in February 2014. As Chair of the LA EPSCoR Committee, President Les Guice has been instrumental in organizing four statewide University-Industry Collaborative Workshops in the key economic development industries of Materials and Energy, Digital Media, Biosciences, and Energy Technologies, with another workshop planned for April 2014. LED and other economic development organizations have been involved in these workshops.

Louisiana Tech continues to work very closely with the Cyber Innovation Center (CIC) in Bossier City and LED to attract cyber-related companies and government agencies to Louisiana. For example, our faculty piloted a Cyber Discovery Workshop for ninth-grade students and teachers that has served as a model for cyber science programs and curricula in other higher education institutions and the K-12 community. In 2013, this program received a $5M grant from the Department of Homeland Security and will be expanded nationally in subsequent years. The National Security Agency, DHS, Air Force Research Laboratory, Air Force Global Strike Command, Nevada Test Site, and Oak Ridge National Labs have all visited our campus this year to collaborate in research, innovation, and workforce development activities with Tech. The NSA has hired a number of summer interns for their programs comprising approximately half of all interns they are hiring nationally.

Louisiana Tech has also had extensive collaborations with major employers across North Louisiana, such as creating a graduate certificate curriculum in Communications Systems for CenturyLink in Monroe (in a cooperative effort with LED). Fifty four CenturyLink employees have completed and graduated with their Communications Systems Certificates to date. Our faculty have also conducted research and published papers jointly with CenturyLink employees. One of those research projects is resulting in a significant new advancement that could be deployed as a product by CenturyLink before the end of 2014.

Louisiana Tech has formed a consortium of North Louisiana companies, called IC3, in the information, cyber, and communications industry. The goal of IC3 is to provide a support structure that facilitates interactions between the companies and Louisiana Tech. Participating companies have included CenturyLink, Amdocs, Fenway Group, and the CIC. Several other companies have been interacting with the consortium. The initial focus has been on increasing the pipeline of skilled workers for these companies. As a result of these discussions, Louisiana Tech has approved 15-credit hour sequence of courses that can accelerate the software and data analytics skills of students across a wide variety of majors.

In October 2013, Louisiana Tech University and Riverside Research, a not-for-profit defense contractor based in Dayton, Ohio, signed an agreement that will enable the two organizations to jointly pursue new academic and educational research initiatives in cybersecurity and other research and development areas.

In February 2014, Louisiana Tech University entered into a partnership with global IT leader Computer Sciences Corporation (CSC), Louisiana Economic Development (LED) FastStart, and the Cyber Innovation Center in Bossier City to offer current and prospective students a comprehensive suite of cyber-related programs and career opportunities designed to meet the current and future needs of CSC. Using its academic and certificate program strengths in areas such as computer science, computer information systems and cyber engineering, Louisiana Tech will produce graduates with skills that closely align with the needs of CSC while offering graduates unprecedented career opportunities in north Louisiana.

- **Collaborations during the reporting year with Louisiana Economic Development, Louisiana Association of Business and Industry, industrial partners, chambers of commerce, and other economic development organizations to align Research & Development activities with Louisiana's key economic development industries, discuss any changes from previous year.**

The institution has had extensive involvement with Louisiana Economic Development (LED), statewide associations, regional economic development organizations, municipalities, and the private sector in support of economic development. We have hosted economic development meetings of the Committee of 100, the Council for a Better Louisiana, and the North Louisiana Economic Partnership, among others, in our R&D facilities. Louisiana Tech hosted CABL's Leadership Forum in 2013 and provided overviews of our R&D and innovation activities. In addition, the Lincoln Leadership Group was also hosted and provided overviews of Tech's R&D and innovation activities.

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- **Business innovations and new companies (startups) and companies formed during previous years and continuing (surviving startups) resulting from institutional research and/or partnerships related to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) awards.**

Two of the three start-up companies mentioned in our last report which were still in the formative stages, were spun-out of the university, i.e., organicNano (D. Mills) and Magneto innovations (B. Cox). These companies have now entered into formal license agreements with the university. If we include these two new companies in the tally, it brings to 11 the number of surviving companies (one from the previous period has since closed shop). Another company mentioned in the previous report, Nanogaia (M. DeCoster) is working on a business plan and we expect it will seek a license once it is complete. The founder is currently undergoing business training in our Accelerator program. Scinterella, focused on commercialization of geopolymer concrete, is the most recent technology spinout with support from our Proof of Concept Center and our Innovation Enterprise Fund which provides seed grants to startup companies working with Louisiana Tech. Several other I6 projects are nearing completion and could result in new licenses, new startup companies and new products on the market.

It should also be noted that some companies have been formed by our students under the guidance and support of our faculty and staff, but, because they are not using Louisiana Tech technologies, they are not considered “University” start-ups for this report. We also have some companies that have moved into our incubators to capitalize upon the institution’s intellectual property, but they are not considered start-ups. For example, Radiance Technologies, headquartered in Huntsville, AL, has offices in our Enterprise Center and is expanding operations into the University’s new multi-tenant facility, Tech Pointe, in our research park, Enterprise Campus. Fenway Group of Dallas has moved into Tech Pointe where they have established a software development company to support CenturyLink and other national companies. Fenway Group has strategically established a program in which they will provide structured on-the-job training to our undergraduate students to prepare them to be highly skilled employees upon graduation. This program is a model apprenticeship program for workforce development in one of Louisiana’s key industry sectors. The Fenway Group recently doubled their presence in Ruston as the demand for this program as grown.

The institution’s considerable success in technology commercialization can be attributed in part to the investments made in support activities. In 2002, the **Center for Entrepreneurship and Information Technology** (CEnIT) was formed to serve as a catalyst for entrepreneurial activities across the campus and region. Through external funds provided by the NSF, the University developed courses on technology commercialization that have served to accelerate the licensing and venture creation surrounding the University’s research programs. Those courses have also provided motivation and support for entrepreneurship development with faculty and students. CEnIT has initiated Idea Pitch and Business Plan competitions

that have spurred student-led business formation. More information regarding the CEnIT and other business development resources can be found at **http://www.latech.edu/business_development_resources.pdf.**

The Technology Business Development Center (TBDC) at Louisiana Tech provides information, counseling services, and educational opportunities for beginning entrepreneurs, emerging business ventures, and existing businesses. Emphasis is placed on enterprises with an innovative business model that demonstrates high growth potential and the ability to generate high quality jobs. The TBDC counsels SBIR applicants and award recipients by helping improve proposals, strengthen commercialization plans, and maximize incentives. For example, recently, one of Tech's graduate students formed a new student organization called "LA New Product Development Team". The organization will explore business opportunities, generate product ideas, analyze markets, design new products, services and technologies and strive to bring them to market and will also provide members with an environment that will encourage innovation and the resources for accomplishment with measurable expectations of success. More information regarding the TBDC and other business development resources can be found at **http://www.latech.edu/business_development_resources.pdf.**

- **Using most recent data available, research productivity and technology transfer efforts in comparison with peer institutions, provide any relevant metrics to demonstrate comparisons.**

In the 2010 NSF national survey (the most recent data available), Louisiana Tech ranks 249 of 741 universities and colleges in research expenditures. LSU (73), Tulane (110) and ULL (170) are Louisiana institutions in the survey that are ranked higher than Louisiana Tech. It should be noted that many of the higher ranking institutions in the NSF survey have large medical schools, land-grant agricultural programs, and federal- or state-funded research laboratories.

A summary of Louisiana Tech's IP outcomes for academic years 2008 – 2013 (September 2008 to August 2013) is shown in the 3.c.v. table.

The Association for University Technology Managers (AUTM) annually produces national statistics based upon a survey of research and technology transfer data for all institutions. To compare institutional performance, the data are frequently normalized by dividing the respective measures by the size of each institution's research program as reflected by annual research expenditures. According to the most recent AUTM 2012 survey data, Louisiana Tech University ranked high in several technology transfer measures: tied for 9th in the nation in terms of Reports of Invention per $10 million R&D expenditures, 14th in terms of US patents issued per $10million R&D expenditures, and Tied for 14th in the number of start-ups formed per $100 million R&D expenditures.

Our Director of Intellectual Property and Commercialization, Dr. Rich Kordal, served out his second year term as a member of the AUTM Board of Directors in his capacity as Vice President for Metrics and Surveys. This further signifies the strength of Louisiana Tech's team to support technology transfer and commercialization.

3.c.i. Percent of research/instructional faculty (FTE) at the institution holding active research and development grants/contracts. (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Total number of research/instructional faculty (FTE)	**332**	**317**	**312**	**310**	**292**		
Total number of research/instructional faculty (FTE) holding active research and development grants/contracts	**131**	**121**	**115**	**115**	**105**		
Percentage of faculty holding active research and development grants/contracts	**39.5%**	**38.2%**	**36.9%**	**37.1%**	**36.0%**		

3.c.ii. Percent of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries. (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Total number of research/instructional faculty (FTE)	**332**	**317**	**312**	**310**	**292**		
Total number of research/instructional faculty (FTE) holding active research and development grants/contracts in Louisiana's key economic development industries	**94**	**98**	**92**	**89**	**95***		
Percentage of faculty holding active research and development grants/contracts in Louisiana's key economic development industries	**28.3%**	**30.9%**	**29.5%**	**28.7%**	**32.5%**		

**We responded to the Battelle & MPRAC reports in identifying key industries that LA Tech University's researchers have contributed to.*

3.c.iii.a. Dollar amount of all research and development expenditures reported annually, based on a five-year rolling average, by source (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**FY 05 – FY 09**	**FY 06 – FY 10**	**FY 07 – FY 11**	**FY 08 – FY 12**	**FY 09 – FY 13**	**FY 10 – FY 14**	**FY 11 – FY 15**
Federal	**$6,406,000**	**$7,204,000**	**$8,429,000**	**$9,535,000**	**$9,982,000**		
State and local governments	**1,567,000**	**1,741,000**	**1,987,000**	**2,284,000**	**2,382,000**		
Industry	**450,000**	**426,000**	**391,000**	**368,000**	**388,000**		
Institution funds	**11,148,000**	**11,694,000**	**12,153,000**	**12,649,000**	**12,522,000**		
All other sources	**53,000**	**41,000**	**43,000**	**39,000**	**37,000**		
TOTAL	**$19,625,000**	**$21,106,000**	**$23,004,000**	**$24,875,000**	**$25,311,000**		

3.c.iii.b. Number of research/instructional faculty (FTE - employee level 01, 02, 03) and dollar amount of research and development expenditures per FTE faculty member

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**FY 05 – FY 09**	**FY 06 – FY 10**	**FY 07 – FY 11**	**FY 08 – FY 12**	**FY 09 – FY 13**	**FY 10 – FY 14**	**FY 11 – FY 15**
Number of research/instructional faculty	**332**	**317**	**312**	**310**	**292**		
Dollar amount of research and development expenditures per faculty member	**$59,111.40**	**$66,580.40**	**$73,730.80**	**$80,241.90**	**$86,681.50**		

3.c.iv. Dollar amount of research and development expenditures in Louisiana's key economic development industries (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**FY 05 – FY 09**	**FY 06 – FY 10**	**FY 07 – FY 11**	**FY 08 – FY 12**	**FY 09 – FY 13**	**FY 10 – FY 14**	**FY 11 – FY 15**
Federal	**$5,938,000**	**$6,813,000**	**$7,730,000**	**$8,559,000**	**$8,781,000**		
State and local governments	**1,397,000**	**1,542,000**	**1,772,000**	**2,021,000**	**2,061,000**		
Industry	**449,000**	**420,000**	**384,000**	**361,000**	**380,000**		
Institution funds	**8,714,000**	**8,494,000**	**8,654,000**	**8,823,000**	**8,411,000**		
All other sources	**50,000**	**37,000**	**39,000**	**36,000**	**32,000**		
TOTAL	**$16,548,000**	**$17,307,000**	**$18,580,000**	**$19,800,000**	**$19,665,000**		

3.c.v. Number of intellectual property measures (patents, disclosures, licenses, options, new start-ups, surviving start-ups, etc.) which are the result of the institution's research productivity and technology transfer efforts (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
Patents awarded	7	11		
Disclosures	24	19		
Licenses awarded	4	4		
Options awarded	0	1		
New companies (start-ups) formed	1	2		
Surviving start-ups	10	11		
Other	0	4*		
Total	**46**	52		
TARGET	**42**	**43**	**43**	**44**
Year 07-08				
Year 08-09				
Year 09-10				
Avg of Prior Three Years				
Year 10-11				
Year 11-12				
Avg of Most Recent Two Yrs				
Met?	**YES**	**YES**		

**This includes four foreign patents.*

d. To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.

3.d.i. Percent of completers found employed (Descriptive)

	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
Associate	**77**	**90**	**70**
Baccalaureate	**1268**	**1230**	**1222**
Masters	**410**	**449**	**459**
Doctorate	**36**	**33**	**41**
Professional	**-**	**-**	**-**
Educational Specialist	**-**	**-**	**-**
Total Completers	**1791**	**1802**	**1799**
Rate Employed 2014 Q2	**54%**	**50.7%**	**49.3%**
Rate Employed 2014 Q6	**49.6%**	**-**	**-**

4. Institutional Efficiency and Accountability

- **Preparation/progress during the reporting year for the elimination of developmental course offerings and associate degrees, including collaboration with 2-year colleges.**

As required by the Master Plan for Public Postsecondary Education, Louisiana Tech University implemented new admission criteria in Fall 2012 that requires students to place out of remedial math and English as a condition of admission to the University. These requirements are posted on Louisiana Tech's admissions web pages for **first-time freshmen** and **transfer students**. As a result of higher admission criteria, first-time freshmen decreased by 322 (-20%) students from 1,628 in Fall 2011 to 1,306 in Fall 2012. By Fall 2013 the trend reversed and first-time freshmen increased 246 (19%) students from the previous year. However, at 1,552 first-time freshmen, enrollment is still 76 (-5%) students fewer than it was prior to the higher admission requirements in Fall 2012. Transfer enrollment has continued to decline from 423 in Fall 2011, to 390 in Fall 2012, and 369 in Fall 2013. Through increased recruiting efforts during this reporting year, early indications are that enrollment may be back to pre-2012 levels by Fall 2014 for both new freshmen and transfer students.

A new collaboration agreement was signed by Louisiana Tech and Bossier Parish Community College on March 6, 2014, for **Bridge to Bulldogs** which will begin this summer. Bridge students will enroll at BPCC but the classes will be held on Tech's campus; students will also live in Louisiana Tech's University Park apartments. Students who satisfy Bridge academic requirements will be admitted to Tech for the subsequent fall quarter. Students who do not satisfy the Bridge academic requirements will have an opportunity to continue the program through both institutions following specific course guidelines. This by-invitation-only program is for students who are just shy of meeting Tech's admission requirements (one or two points below the ACT cut score for math or English).

Tech has also continued the **Cross Enrollment** agreement with Bossier Parish Community College that began in Spring 2013. The cross enrollment program is for students who are admitted to Tech as an admission exception and who require a remedial mathematics or English course. See page 22 of this report for additional details. Tech has also continued the collaboration agreement with **Louisiana Delta Community College** (LDCC) to offer remedial courses and other lower division General Education Required courses to students who apply to Louisiana Tech University and who do not meet Tech's admission requirements.

Louisiana Tech has two associate degree programs. The Associate of Science in Nursing, an RN program, and the Associate of General Studies.

The Associate Degree in Nursing leading to the RN certification is a robust program and is very important to address the local and state need for nurses, as the demand for nurses to fill new positions and those created by retirements continues to grow. As reported in the *Nursing Education Capacity & Nursing Supply in Louisiana*, LA Center for Nursing, 2009 Report, over 40% of the RN workforce received initial RN preparation at the AD level. As shown in Louisiana Workforce Commission forecasts for RMLA 7 (Shreveport) through 2018, registered nurses will continue to be in short supply; indeed the LWC states that the aging population may actually accelerate the need for trained health professionals. Since the Tech program was established in 1972, it has been a primary source of nursing graduates for our region. Given that both local community colleges have waiting lists to enroll in associate degree nursing programs (as does Tech), Louisiana Tech has not yet engaged in conversations to eliminate this degree. The negative impact on the region would be substantial.

The Associate Degree in General Studies is used primarily by military personnel as a degree to enhance their career and workforce opportunities. The degree is a part of the Memorandum of Understanding with Barksdale Air Force Base, a federal installation and as such is not required to use a Louisiana institution to provide educational offerings. The University has offered this degree at the request of the Air Force since 1973. The RMLA 7 section of the Louisiana Workforce Commission states that the Barksdale facility is expecting increased employment through 2018 in federal jobs. The offering of this associate degree is a contractual obligation to meet the needs of the Air Force and Barksdale employees seeking workforce advancement. The program tracks into the four-year general studies degree and other degree programs offered at Tech-Barksdale and on the main campus. Further, the Barksdale education program plays a critically important role in enhancing the University's role with the USAF in supporting the education and R&D needs of the nation and the economic development needs of the region. Barksdale AFB is a key strategic partner of Louisiana Tech University.

- **Progress toward increasing non-resident tuition as compared to SREB averages during the reporting year; impact on enrollment/revenue.**

As reflected in the **February 26, 2013 minutes** of the regular meeting of the Board of Supervisors for the University of Louisiana System in Room 100 of the "Louisiana Purchase Room," at the Claiborne Conference Center, the Board of Supervisors for the University of Louisiana System approved the 2013-14 Undergraduate and Graduate Mandatory Attendance Fees and **Non-Resident Fees and Schedule** as required by La GRAD Act. Louisiana Tech University's six-year plan to increase out-of-state tuition and fees to the SREB regional average for institutions in the Doctoral 2 category initial approval by the University of Louisiana System's Board of Supervisors on August 27, 2010, and was again approved on **August 20, 2013.** For FY 13-14, the minimum full-time tuition and fees for out-of-state students attending Louisiana Tech University were $15,888 per academic year versus the SREB average of $20,328. Out-of-state fee revenue at Louisiana Tech University is projected to increase by $1,650,000 for FY 13-14. For the upcoming year, the out-of-state tuition and fee will rise by 21.5% to $19,302 with additional similar increases to be made each year over the next two years. Out-of-state tuition and fee revenue is projected to increase by $1,700,000 for FY 14-15. Baseline data were provided by the University of Louisiana System Office. The University projects that by FY 2015-16, out-of-state tuition and fees at Louisiana Tech University will reach or exceed the SREB average at an estimated cost of $22,716 per academic year.

As previously reported, we believe that increasing out-of-state fees can, to a certain degree, negatively impact students' decisions to attend Louisiana Tech University. A key factor to maintaining a diverse student body and to recruiting and retaining non-resident students will be the continuation of a competitive out-of-state scholarship program for highly qualified students. We are confident that our expanded out-of-state recruiting efforts along with our ability to award scholarships helped us achieve a 9% increase in out-of-state undergraduate student enrollment (excludes international students) for Fall 2013. This student population grew by 78 students from 867 in Fall 2012 to 945 in Fall 2013.

Graduate student enrollment decreased by 57 (-19%) students from 301 in Fall 2012 to 244 students in Fall 2013. International graduate student enrollment decreased by 17 (-5%) students from 337 in Fall 2012 to 320 students in Fall 2013. The decreases may be due in part to higher out-of-state tuition.

a. Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.

4.a.i. Number of developmental/remedial course sections offered at the institution (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Course sections in mathematics	**15**	**15**	**22**	**9***	**5***		
Course sections in English	**8**	**9**	**8**	**2**	**0**		
Other developmental course sections	**0**	**0**	**0**	**0**	**0**		
TOTAL	**23**	**24**	**30**	**11**	**5**		

**Four of the five sections were taught at Barksdale Air Force Base in support of our Memorandum of Understanding with the U.S. Air Force; one section was a dual enrollment section taught in the high school.*

4.a.ii. Number of students enrolled in developmental/remedial courses, duplicated headcount (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Enrollment in dev mathematics	**546**	**535**	**568**	**262**	**102**		
Enrollment in dev English	**152**	**158**	**122**	**44**	**0**		
Enrollment in other developmental courses	**0**	**0**	**0**	**0**	**102**		
TOTAL	**698**	**693**	**690**	**306**	**102**		

**Ninety-four out of one hundred and two students were Barksdale students; the other eight were dual enrollment high school students.*

b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.

4.b.i. Number of active associate degree programs offered at the institution (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Number of associate degree programs	**3**	**3**	**2**	**2**	**2**		

4.b.ii. Number of students (headcount) enrolled in active associate degree programs (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Number of students enrolled	**367**	**370**	**295**	**315**	**317**		

**Two hundred and thirteen students out of three hundred and fifteen were Associate of General Studies students who were taught at Barksdale Air Force Base in support of Tech's MOU with the U.S. Air Force; the remaining one hundred and four students were in the Associate of Science in Nursing Program.*

c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.

4.c.i. Total tuition and fees charged to non-resident students (Tracked)

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Non-resident tuition/fees (full-time)	**$9,237**	**$10,077**	**$11,376**	**$13,212***	**$15,888**		
Peer non-resident tuition/fees (full-time)	**$15,861**	**$16,586**	**$16,838**	**$18,409**	**$19,353**		
Percentage difference	**-71.7%**	**-64.6%**	**-48.0%**	**-36.0%**	**-22.0%**		

**Final approved non-resident tuition/fees for FY 2012-13*

4.d.i. Percent of eligible programs with either mandatory or recommended status that are currently discipline accredited (Targeted)

	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 12-13***	**AY 13-14**	**AY 14-15**	**AY 15-16**
# programs with Mandatory or Recommended accreditation status	**80**	**79**		
# programs having discipline accreditation	**76**	**74**		
% accredited programs	**95.0%**	**93.7%**		
TARGET	**93.2%**	**93.2%**	**93.2%**	**93.2%**
Year 08-09				
Year 09-10				
Year 10-11				
Avg of Prior Three Years				
Year 11-12				
Year 12-13				
Avg of Most Recent Two Yrs				
Met?	**YES**	**YES**		

**per February 2014 BoR accreditation status report*

Organizational Data

Submitted to
the Board of Supervisors of the
University of Louisiana System and
the Louisiana Board of Regents

In partial fulfillment of the requirements of Act 741
Louisiana GRAD Act
Section 5

Louisiana Tech University
University of Louisiana System

April 1, 2014

a. Number of students by classification

- **Headcount, undergraduate students and graduate/professional school students**

  Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS), Board of Regents summary report SSPSLOAD , Fall 2013

Undergraduate headcount	9200
Graduate headcount	1762
Total headcount	10962

- **Annual FTE (full-time equivalent) undergraduate and graduate/professional school students**

  Source: 2012-2013 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	7560.9
Graduate FTE	1214.0
Total FTE	8774.9

b. Number of instructional staff members

- **Number and FTE instructional faculty**

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System, file submitted to Board of Regents in Fall 2013. Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.

Total Headcount Faculty	428
FTE Faculty	376.4

c. Average class student-to-instructor ratio

- **Average undergraduate class size at the institution in the Fall of the reporting year**

  Source: Credit hour data submitted to the Student Credit Hour (SCH) Reporting System and SPSS, Board of Regents, Fall 2013.

Undergraduate headcount enrollment	30601
Total number of sections in which the course number is less than or equal to a senior undergraduate level	1281
Average undergraduate class size	23.9

d. Average number of students per instructor

- **Ratio of FTE students to FTE instructional faculty**

Source: Budget Request information 2013-2014 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2013.

Total FTE enrollment	8774.8
FTE instructional faculty	376.4
Ratio of FTE students to FTE faculty	23.3

e. Number of non-instructional staff members in academic colleges and departments

- **Number and FTE non-instructional staff members by academic college (or school, if that is the highest level of academic organization for some units)**

  Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in Fall 2013, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.

Name of College/School	Number of non-instructional staff	FTE non-instructional staff
Applied and Natural Sciences	1	1
Business	1	1
Education	1	1
Engineering and Science	2*	2*
Liberal Arts	1	1
Total	**6**	**6**

*Includes one center director position funded through external funds

f. Number and FTE of staff in administrative areas

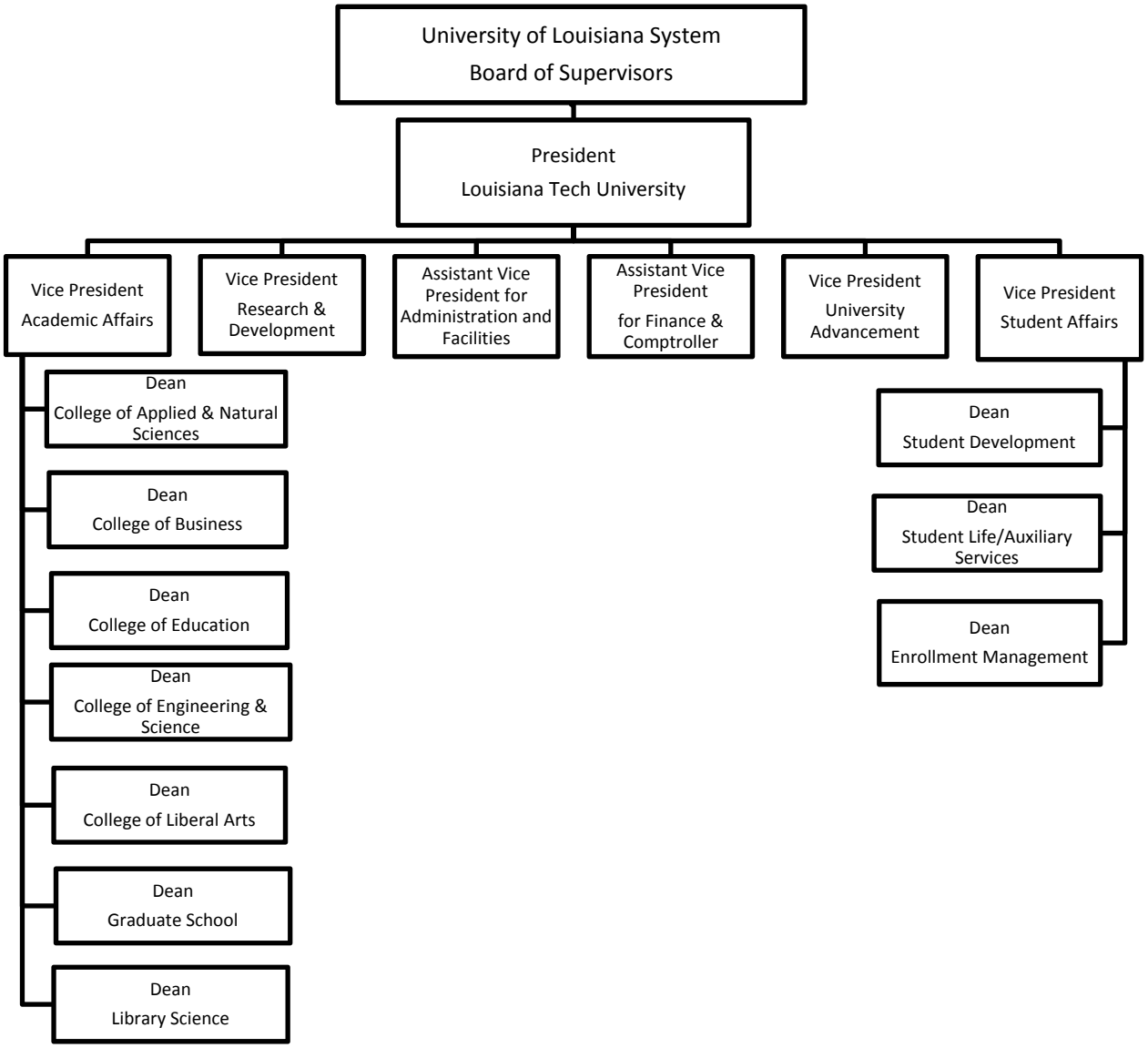
- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**
  Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in Fall 2012, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are not an integral part of an academic college or equivalent unit, e.g. enrollment management, sponsored research, technology support, academic advising, and library services.

Name of Division	Number of staff	FTE staff
Academic Affairs	6	6
Finance and Administration	7	7
Student Affairs	8	8
University Advancement	1	1
Athletics	12	11.5
President	4	4
Research and Development	1	1
Total	**40***	**39.5***

*20 of these positions are funded with external or self generated funds

g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2013).

See next page.


University of Louisiana System
Board of Supervisors
President
Louisiana Tech University
Vice President
Academic Affairs
Vice President
Research & Development
Assistant Vice President for Administration and Facilities
Assistant Vice President
for Finance & Comptroller
Vice President
University Advancement
Vice President
Student Affairs
Dean
College of Applied & Natural Sciences
Dean
College of Business
Dean
College of Education
Dean
College of Engineering & Science
Dean
College of Liberal Arts
Dean
Graduate School
Dean
Library Science
Dean
Student Development
Dean
Student Life/Auxiliary Services
Dean
Enrollment Management

h. Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2011.

- **A chart listing the title, Fall Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2011.**

Position	**Total Base Salary, reported Fall 2011**	**Total Base Salary, reported Fall 2012**	**Total Base Salary, reported Fall 2013**
President	$350,000	$350,000	$350,000
Vice President for Academic Affairs	$168,137	$160,000	$160,000
Vice President for Research and Development	$167,892	$200,000	$180,000*
Executive Vice President and Dean of the Graduate School	$127,544	$000,000	$000,000**
Vice President for Finance and Administration	$162,690	$162,690	$162,690
Vice President for University Advancement	$122,400	$122,400	$122,400
Vice President for Student Affairs	$121,951	$121,951	$121,951
Dean, College of Applied and Natural Sciences	$123,930	$123,930	$123,930
Dean, College of Business	$173,400	$173,400	$173,400
Dean, College of Education	$122,400	$125,000	$125,000
Dean, College of Engineering & Science	$148,920	$148,920	$147,000***
Dean, College of Liberal Arts	$112,000	$112,000	$112,000
Dean, Enrollment Management	$103,616	$103,616	$103,616
Dean, Library Science	$ 85,000	$ 85,000	$ 60,000***
Dean, Student Development	$ 66,211	$ 66,211	$ 66,211
Dean, Student Life/Auxiliary Services	$ 75,925	$ 75,925	$ 75,925
Dean, Graduate School/Professor of Speech	$000,000	$000,000	$105,000***

*Through reorganization, title changed from Executive Vice President & Vice President for Research and Development to Vice President for Research and Development with commensurate salary adjustment.
**Through reorganization, position eliminated.
***New Interim Dean

i. A cost performance analysis

- **i. Total operating budget by function, amount, and percent of total, reported in a manner consistent with the National Association of College and University Business Officers guidelines.**

Louisiana Tech University:

Expenditures by Function:	Amount	% of Total
Instruction	$ 34,554,930	36.8%
Research	$ 9,994,885	10.6%
Public Service	$ 128,457	0.1%
Academic Support**	$ 7,908,584	8.4%
Student Services	$ 3,451,410	3.7%
Institutional Services	$ 8,283,944	8.8%
Scholarships/Fellowships	$ 15,270,591	16.3%
Plant Operations/Maintenance	$ 8,941,618	9.5%
Total E&G Expenditures	$ 88,534,419	94.2%
Hospital	$ -	0.0%
Transfers out of agency	$ -	0.0%
Athletics	$ 5,453,715	5.8%
Other	$	0.0%
Total Expenditures	$ 93,988,134	100.0%

- **ii. Average yearly cost of attendance for the reporting year as reported to the United States Department of Education.**

  Source: As defined by the USDoE: "The COA includes tuition and fees; on-campus room and board (or a housing and food allowance for off-campus students); and allowances for books, supplies, transportation, loan fees, and, if applicable, dependent care." Report institution COA for a Louisiana resident, living off campus, not with parents for the reporting year.

Average yearly cost of attendance	$19,215

- **iii. Average time to degree for completion of academic programs at 4-year universities, 2-year colleges, and technical colleges.**

Average time to bachelor's degree	4.5

- **iv. Average cost per degree awarded in the most recent academic year.**

Average cost per degree awarded	$4,230

- **v. Average cost per non-completer in the most recent academic year.**

Average cost per non-completer	$4,230

- **vi. All expenditures for the most recent academic year.**

All expenditures for the most recent year	$168,730,714