Louisiana Tech University
University of Louisiana System

GRAD Act Annual Report
FY 2014-2015 (Year 5)

Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2015

and to the
Louisiana Board of Regents,
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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.

Louisiana Tech met all of the targeted Student Success measures during this reporting year. However, two measures, master's degree completers and doctoral completers, did not show improvement over the previous reporting year. Overall, master's degree completers decreased by 21 students from 475 in reporting year four (2012-2013 data), to 454 completers in reporting year five (2013-2014 data). Doctoral completers decreased by 11 students from 54 in reporting year four to 43 in reporting year five.

Further research reveals that all five colleges at Louisiana Tech with the exception of the College of Education actually increased master's degree completers from reporting year four to reporting year five. The decrease in the College of Education is due to increasing the number of hours required for graduation in the MA – Counseling and Guidance program. This resulted in a decrease of 32 completers from 73 in reporting year four to 41 in reporting year five. Further, the MA – Industrial/Organizational Psychology program has experienced more students reducing their course loads from full-time to part-time as well as a reduction in applications for the program. At this time there is not enough data to determine if this is a trend. The situation is being monitored and will be addressed should it appear to be a trend.

Doctoral completers were down in the PhD in Biomedical Engineering program. This program decreased from 12 graduates in reporting year four to two graduates in reporting year five. In 2012-2013 (reporting year four), eight more PhDs than the average of four degrees per year (for a total of 12) were awarded. This was due to the planned departure of two faculty members at the end of 2012-2013 and an effort to assist their students in completing their programs prior to the faculty members' departure.

Tech has continued to see improvement in undergraduate retention and graduation rates for new freshmen. First- to second-year retention has increased 5.3 percentage points from the Fall 2009 baseline rate of 74.4% to 79.7% for Fall 2014, the highest retention rate on record for the University. First- to third-year retention increased by 5.3 percentage points from the Fall 2009 baseline rate of 62.1% to 67.4% for Fall 2014.

Tech's same institution graduation rate as defined and reported in the NCES Graduation Rate Survey and as reported in table 1.a.iv of this report, shows an increase of 2.0 percentage points from 47.3% in the baseline year (Fall 2002 cohort and graduating by Fall 2008) to 49.3% for this reporting year (Fall 2007 cohort and graduated by Fall 2013). Further, Tech has already calculated the graduation rate that will be reported next year in reporting year six (Fall 2008 cohort and graduating by Fall 2014), and it reveals an increase of 4.7 percentage points from the baseline of 47.3% to 52.0%.

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

Tech has remained committed to advancing the University'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. The goals and progress toward meeting them are reviewed at monthly Administrative and Planning Council meetings with the President, Vice Presidents, and Deans who are all expected to actively participate in recruiting and retention initiatives. This renewed emphasis, led by President Les Guice, has been in effect for close to two years and it is positively impacting both recruiting and retention. Total headcount increased 2.4% from 10,962 in Fall 2013 to 11,225 in Fall 2014. First-time freshman enrollment increased 18.8% from 1,306 in Fall 2012 to 1,551 in Fall 2013. In Fall 2014, Tech enrolled 1,857 new freshmen, a 19.7% increase from the previous fall and the highest first-time freshman enrollment since Fall 2004.

Louisiana Tech is also passionate about graduating students who will excel in their careers and in their communities. Evidence of this passion can be found in Tech's 2015 Quality Enhancement Plan (QEP) which has communication and interpersonal skills as its core focus. *BLUE FIRE: Igniting Communication Experiences* is a comprehensive plan for student success in academics and in career pursuits and focuses on those communication skills expected by employers and identified by alumni as crucial for Louisiana Tech University graduates. As its cornerstone, *BLUE FIRE* introduces two new GER courses that all new freshmen will enroll in: Communication 101 (COMM 101), and the First-Year Experience 101 (FYE 101). These courses will be delivered using new teaching methods such as flipped classrooms and hands-on applied experiences. Courses will be team-taught by communication faculty and student development specialists fostering strong connections between students and faculty. Competency assessment for academic content will help measure student learning outcomes such as critical thinking, decision-making, collaboration and teamwork, interpersonal skills, and utilization of social media. Courses will be delivered in a technology-rich learning environment and appropriate professional learning opportunities will be provided for faculty and mentors. Pilot testing began this Winter Quarter (2014-2015) and will continue through the 2015-2016 academic year with full implementation planned for Fall 2016.

The Bulldog Achievement Resource Center (BARC) was realigned during the 2014-2015 academic year and it will play an integral part in the implementation of *BLUE FIRE*. The realignment of the BARC involved locating/relocating three departments within the BARC's organizational structure including Residential Life, Student Development and Academic Enhancement (newly created), and Testing and Disability Services. BARC staff members also coordinate and oversee Tech's first-year experience program and the newly planned FYE 101. The QEP-planned BARC COMMons, is a technology-rich learning environment for students and it will be located within the BARC space in Wyly Tower. It includes two presentation booths and five work-stations for students to collaborate and to work on projects and presentations. Additional smaller scale satellite COMMons are planned and they will also be equipped with workstations and laptops capable of duplicating high end content with the ability to communicate simultaneously with the BARC COMMons for increased collaboration among and within colleges.

The National Math and Science Initiative (NMSI) and the Howard Hughes Medical Institute (HHMI) have awarded the College of Education at Louisiana Tech University a $1.45 million grant to support teacher preparation in science, technology, engineering and math (STEM) fields as part of the national UTeach program. The UTeach program was established to address the pressing need for a greater number of highly qualified STEM teachers. The program recruits college students studying STEM subjects into secondary teaching careers by enabling them to receive both a degree in

their major and teaching certification without additional time or cost, preparing them with a field-intensive curriculum, and promoting retention through induction support and ongoing professional development. Louisiana Tech will use the $1.45 million grant, provided over a five year period, to produce more highly-effective secondary math and science teachers who will in turn inspire, engage, and excite new generations of students about careers in science, technology, engineering, and mathematics.

A strong collaborative partnership between Louisiana Tech University and Computer Sciences Corporation (CSC) and the Louisiana Department of Economic Development has been established through a Cooperative Endeavor Agreement (CEA). The CEA will provide $9M over ten years, enabling Louisiana Tech to add six new faculty in the key academic programs. That partnership was embodied in a three day workshop on the Louisiana Tech campus in late September 2014, for which 35 senior executives of CSC met with administrators and faculty in Computer Information Systems, Computer Science, and Cyber Engineering academic programs. The collaboration continues through ongoing dialogue that includes recruitment and retention, professional development of students and faculty (through internships), research projects, corporate presence on campus and throughout north Louisiana, and other collaborative projects. A primary goal of this partnership is to increase the number of college graduates with degrees in Cyber Engineering, Computer Science (CS), and Computer Information Systems (CIS). Louisiana Tech graduated 52 students in CIS and CS combined in 2012-2013, and has committed to increasing that number to 208 by 2017-2018, a four-fold increase. Cyber Engineering is projected to have its first two graduates in 2014-2015, and has committed to increase the number of graduates to 45 by 2017-2018.

As an example of what the University is doing to attract more students to the majors listed above, the Admissions Office and the College of Engineering and Science collaborated to create a unique event for future students identifying an interest in engineering or science-based academic programs that are offered through the institution. Louisiana Tech University, along with CSC, hosted two Engineering and Science Day events; the first was in Dallas on November 17, 2014, and the second was in Baton Rouge on March 4, 2015. Each event consisted of student participants and their guests discovering educational opportunities at Louisiana Tech University which featured our unique first-year engineering program, "Living with the Lab." The student participants and guests also attended informational sessions which included student question & answer panels, participated in hands-on activities that showcased a connection of theory and application of engineering and science topics, explored three of the College's award winning project teams, and had one-on-one conversations with a global IT company seeking to hire engineering and science graduates. The prospective students and their guests also visited with current College of Engineering and Science alumni, faculty, staff, and students. At the Dallas event there were 84 participants (34 students, 50 parents/guests), and in Baton Rouge there were 170 participants (70 students, 100 parents/guests). The students ranged from high school sophomores to seniors and as a result of the events 42 students have either applied or been admitted to Louisiana Tech University for Fall 2015. These two events are seen as great successes, and the University plans to continue them in the future.

The College of Engineering and Science (COES) also implemented several new initiatives for currently enrolled students this year. A uniform advising process was created for faculty advisors and training for all faculty advisors took place in Fall Quarter 2015. COES also revised Summer Orientation by pre-loading block schedules for students, which helps them process students more efficiently. Career Day Preparation Week (before both annual career days) is now being run by the campus Career Center and includes resume workshops, interview skills workshops, workshops on how to use the TechLink system, and more. TechLink is an online system that connects students, graduates, alumni, and employers about job openings and internships. Bulletin boards in Bogart Hall (COES' primary academic building) now advertise scholarship, internship and full-time

employment opportunities for students, as well as summer research programs. A large wall calendar has been placed in a major hallway in Bogart Hall that advertises important deadlines, campus events, and professional organization meetings. A second Student Success Specialist has been added to the College to serve students majoring in computer science, electrical engineering, and electrical engineering technology. COES is also continuing the new initiatives from last year: Weekly emails are being sent to all undergraduate students in COES to alert them of 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. An 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 continue to see 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 has continued the implementation and use of Hobsons' Retain CRM communication and database system. Retain allows the University to segment and track retention and graduation rates over time and 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, first-generation students, veterans, and hometown distance from campus. The system also contains a feature called *watched attributes* which allow university personnel to intervene in a timely manner. Examples of watched attributes are quarterly or cumulative GPAs that goes below a certain level, or if the student has registered for the upcoming quarter or not. All communications sent through Retain are tracked and attached to individual student records. The system tracks if sent emails were received and opened and the analytics will assist Tech in measuring the effectiveness of each communication campaign. Retain is being maintained in the Bulldog Achievement Resource Center (BARC).

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

After a year's delay due to budget challenges, Tech hired a First-Year Experience Coordinator on October 1, 2014. This position, which resides in the BARC, focuses on the success of first-year students. Among other activities, the first-year experience team is committed to providing special events and activities to help students excel academically, find friends, adjust to college life and balance their academic and social schedules. Integral to the success of the program is Tech's Retain communication and database system. Retain was used to communicate with students who were enrolled in a previous quarter and who were not registered for the upcoming quarter. Lists of students were also pulled from Retain and personal phone calls were made to students whose GPAs were below a 2.5. The purpose of the phone calls was to find out why the students had not registered for the upcoming quarter and to find out if BARC staff members could assist with getting the students connected to the resources that would help them stay in school and progress toward graduation. While we recognize that other factors could be contributing to improved retention rates of first-year students, early indications are positive. Fall to Winter retention increased one percentage point from 95% for the 2013-2014 cohort to 96% for the 2014-2015 cohort. Further, Fall to Spring retention increased three percentage points from 87% for the 2013-14 cohort to 90% for the 2014-15 cohort. These efforts will be expanded over time and include utilizing academic advisors to track and contact students whose GPAs fall below a 2.00.

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

In addition to ongoing collaboration with NASA's Marshall Space Flight Center, the Office of Professional Education Outreach (OPEO) within the College of Education has added new collaborations during this reporting year with Caddo Parish Schools and the Cyber Innovation Center in Bossier to deliver professional development offerings for teachers in the state and across the nation. The mission of OPEO is to work with schools and districts to identify specific needs that can be addressed through university-led professional development.

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. Since last reporting year, Tech has added nearly two million dollars in additional funding for a total of five million dollars between 2012 and 2015 in grant funding that is managed by SciTEC. This funding 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.

The College of Engineering and Science continues to develop and expand partnerships with key feeder high schools. Louisiana Tech's TechSTEP program, which was reported on last year, is being continued and provides a series of Teacher Workshops that build collaborative teams of University faculty and high school teachers. TechSTEP has evolved into week-long immersions camps called Cyber Discovery. The 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. The camps are made possible through the University's partnership with the Cyber Innovation Center (CIC) in Bossier City. Further, the Cyber Discovery Teachers from each school attend professional development workshops before leading their teams in the week-long challenges. This past fall was the second year that Tech, in partnership with CIC, offered the CaddoTechSTEP program to 8 high schools in Caddo Parish. This year, our partnership with the CIC in delivering these programs has directly impacted 26-30 high schools, 52-74 teachers, and approximately 156-200 high schools students.

COES faculty members are also involved in the national expansion of Cyber Discovery in collaboration with the CIC's funded project through the U.S. Department of Homeland Security. In particular, Dr. Galen Turner serves as National Director of Cyber Discovery, and Drs. Heath Tims, Jean Gourd, Kelly Crittenden, Mike Swanbom, and Travis Atkison serve as leaders for this program on numerous university campuses around the country.

In addition to these camps, the University is piloting a new outreach program, STEM-Discovery, which will work with 6 high schools, 12 teachers, and 36 students. This program focuses on showcasing the engineering design process to high schools.

Louisiana Tech has continued producing annual high school feeder 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.

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**	**1504**	
# Retained to 2nd Fall semester	**1122**	**1079**	**1182**	**1201**	**995**	**1198**	
Rate	**74.4%**	**74.4%**	**77.4%**	**76.1%**	**78.4%**	**79.7%**	
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**	**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**	**1269**	
# Retained to 3rd Fall semester	**947**	**980**	**941**	**979**	**1045**	**855**	
Rate	**62.1%**	**64.9%**	**64.9%**	**64.1%**	**66.2%**	**67.4%**	
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**	**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**	**1522**	
# Graduated within 150% of time	**916**	**887**	**786**	**796**	**764**	**751**	
Rate	**47.3%**	**45.5%**	**47.8%**	**48.2%**	**47.0%**	**49.3%**	
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**	**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**	**1525**	
# Graduated within 150% of time at any state public institution	**1045**	**1043**	**892**	**908**	**857**	**857**	
Rate	**53.1%**	**53.2%**	**54.2%**	**54.8%**	**52.8%**	**56.2%**	
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**	**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**	**130**	
# Admitted by Exception	**16**	**10**	**15**	**12**	**10**	**12**	
Rate	**7.9%**	**5.3%**	**7.9%**	**6.3%**	**7.1%**	**9.2%**	
# in Freshmen Admitted (Fall)	**1330**	**1432**	**1473**	**1142**	**1434**	**1744**	
# Admitted by Exception	**78**	**92**	**62**	**34**	**48**	**45**	
Rate	**5.9%**	**6.4%**	**4.2%**	**3.0%**	**3.3%**	**2.6%**	
# in Freshmen Admitted (Winter)	**58**	**63**	**44**	**29**	**29**	**46**	
# Admitted by Exception	**3**	**4**	**3**	**2**	**4**	**2**	
Rate	**5.2%**	**6.4%**	**6.8%**	**6.9%**	**13.8%**	**4.4%**	
# in Freshmen Admitted (Spring)	**59**	**61**	**58**	**45**	**40**	**46**	
# Admitted by Exception	**4**	**6**	**2**	**4**	**1**	**3**	
Rate	**6.8%**	**9.8%**	**3.5%**	**8.9%**	**2.5%**	**6.5%**	
# in Freshmen Admitted (Total)	**1649**	**1746**	**1765**	**1406**	**1644**	**1966**	
# Admitted by Exception	**101**	**112**	**82**	**52**	**63**	**62**	
Rate	**6.1%**	**6.4%**	**4.7%**	**3.7%**	**3.8%**	**3.2%**	

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	1306	
% Change		-3.4%	-6.9%	-7.4%	-8.3%	0.0%	
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	8	
% Change		31.5%	115.8%	-10.5%	-36.8%	-57.9%	
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**	**1314**	
% Change		**-2.9%**	**-5.1%**	**-7.4%**	**-8.8%**	**-.83%**	
Target		**-2.9%**	**-2.2% (1296)**	**-1.3% (1308)**	**0% (1326)**	**1.2% (1341)**	**3.2% (1367)**
Actual AY 08-09					**1325**	**1286**	
Actual AY 09-10					**1286**	**1257**	
Actual AY 10-11					**1257**	**1227**	
Avg of Most Recent Three Yrs			**1358**	**1330**	**1289**	**1257**	
Actual AY 11-12					**1227**	**1209**	
Actual AY 12-13					**1209**	**1314**	
Avg of Most Recent Two Yrs			**1272**	**1242**	**1218**	**1262**	
Target Met?		**YES**	**NO**	**NO**	**NO**	**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, Masters	**352**	**411**	**450**	**463**	**475**	**454**	
% Change		**16.7%**	**27.8%**	**31.5%**	**34.9%**	**29.0%**	
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***	**43***	
% Change		**-2.7%**	**-10.8%**	**29.7%**	**45.9%**	**16.2%**	
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; 2012-13 includes 3 Doctor of Audiology graduates; and 2013-14 includes 4 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**	**497**	
% Change		**14.9%**	**24.2%**	**31.4%**	**36.0%**	**27.8%**	
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**	**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**	**1811**	
% Change from baseline		**1.1%**	**1.5%**	**1.4%**	**1.4%**	**5.7%**	

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	44	
Fall	584	755	1061	1166	1290	1627	
Winter	308	20	78	193	269	263	
Spring	199	565	1027	1155	1171	1272	
TOTAL	1143	1357	2218	2578	2784	3206	

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	265	
Fall	2875	3611	5337	6121	6670	8240	
Winter	1044	77	388	969	1076	1067	
Spring	704	2229	4070	4816	4796	5497	
TOTAL	4950	6016	9951	12140	12738	15069	

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	238	
Fall	2832	3570	5084	5908	6396	7964	
Winter	1036	77	385	947	1061	989	
Spring	699	2219	4029	4650	4656	5338	
TOTAL	4855	5959	9654	11739	12310	14529	

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 2013-14
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	100%	7	7	100%
Dietitian	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the Academy of Nutrition and Dietetics (formerly ADA)	100%	16	13	81.25%**
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam	AHIMA: American Health Information Management Association	100%	3	3	100%***
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	84%	40	36	90%

** Baseline Year Passage Rate = data reported under Calculated Passage Rate in 2010 GRAD Act report. Current reporting year is 2014-15 (Year 5).*

*** The Pass rate for 2014 January 1, 2014- December 31, 2014 increased to 81.25% (16 graduates took the exam and 13 passed on the first attempt). The three graduates who did not pass on the first attempt retook the exam within one year of completing the program and all three (100%) passed the exam on the second attempt.*

****The AS Health Information Technology program was canceled May 2011. There were 3 graduates in academic year 2013-14, all passed the RHIT Exam.*

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**	**175**	
Number of students who met standards for passage	**171**	**226**	**175**	
Calculated Passage rate	**100%**	**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**	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 of baccalaureate degree-seeking transfer students increased 11.8 percentage points from 61.0% last reporting year (entered Fall 2012, Winter 2012-13, Spring 2013, and returned Fall 2013) to 72.8% this reporting year (entered Fall 2013, Winter 2013-14, Spring 2014, and returned Fall 2014). Further, the first- to second-year retention rate of those who transferred in with an associate degree from any two-year institution increased 15.7 percentage points from 66.3% last reporting year to 82.0% this reporting year.

Higher admission standards implemented in Fall 2012 may be contributing to the increase in retention rates. Prior to Fall 2012, transfer students must have completed 18 or more non-remedial semester hours of college-level credit with a minimum 2.25 GPA. Or, if students had fewer than 18 non-remedial semester hours of college-level credit with a minimum 2.25 GPA, and desired to transfer to Tech, they were also required to meet the University's entering freshman requirements. In Fall 2012, the number of transfer hours was raised from 18 to 24 hours and students were also required to have completed their first college-level math and English course. Further, stricter admission standards were implemented for the 21-24 year-old age group and the over 25 age group. The most significant changes were that 21-24 year-old students could no longer be admitted and enroll part-time until they met regular admission standards. And, students age 25 and older must also place out of remedial courses in order to be admitted to Tech.

Several new transfer initiatives have been implemented since the last reporting period. One of the University's most effective recruiters of new first-time freshmen was promoted to Transfer Coordinator on December 1, 2014. Transfer student recruiting responsibilities were reallocated from the Transfer Coordinator position to the Admissions Recruiters who are now responsible for recruiting both new freshmen and transfer students within a territory management model. Further, the new Director of Students in Transition, which reported to Enrollment Management in 2013-2014 was reassigned to Admissions this year and the position was given the responsibility of recruiting at the three community colleges that are located closest to Ruston. Those colleges are Bossier Parish Community College, Louisiana Delta Community College, and South Arkansas Community College. This new organizational structure allows the Transfer Coordinator more time to focus on transfer equivalencies and on communicating these equivalencies to prospective transfer students in a timely manner. More information about our new Transfer Evaluation System (TES) is outlined under the bullet about tracking and monitoring systems on the next page of this report.

In January of 2015, Louisiana Tech joined Phi Theta Kappa as a "Partner in Excellence," and we are promoting our transfer student scholarships on their website. Phi Theta Kappa is a transfer student honor society that requires student members to be enrolled in a regionally accredited institution offering an associate degree program; have completed at least 12 hours of coursework that may be applied to an associate degree; have a minimum grade point average of 3.5, and receive an invitation to membership from the chapter at the college where presently enrolled. Phi Theta Kappa's 2014 profile indicates that 91% of their membership completes their associate degree and/or transfers to a four year college or university. The average GPA of their members is 3.80. Louisiana Tech attended the Phi Theta Kappa annual regional conference transfer fairs in Baton Rouge, LA on March 6-7, 2015; there are plans to attend the national conference transfer fairs in San Antonio, TX on April 16-18, 2015.

A new Bridge to Bulldogs (B2B) program began in Summer 2014 and it will be continued in Summer 2015. The first year of the program was a joint initiative between Louisiana Tech University and Bossier Parish Community College (BPCC). Under this program students lived in Louisiana Tech residence halls and took BPCC classes that were taught on Tech's campus. The courses were then transferred to Tech at the conclusion of the program. However, differences in academic calendars and challenges with processing financial aid led Tech to bring the program in-house for Summer 2015. Twenty-two students enrolled in the program in 2014, and 21 successfully completed it. Of the 21 who successfully completed the program, 21 enrolled as new freshmen in Fall 2014, and 19 (90.5%) are enrolled for Spring Quarter 2015. Students who are just shy of meeting Tech's admission criteria (one or two points below the ACT cut score for math) are hand-selected for the program. In Summer 2015 they will participate in a COMPASS workshop with pre- and post-tests to help determine the effectiveness of the program. One goal of the program is for student participants to score high enough on the post-test to place out of remedial math for the upcoming fall term. Bridge to Bulldogs students will live in Tech's apartment style residence halls during the five week program that will run from July 13, 2015 to August 14, 2015. Preliminary plans are for one-half of the students to enroll in one additional GER course, and one-half to enroll in a pilot section of COMM 100 (see QEP information on page four of this report). All of the students will be treated to various guest speakers and will participate in freshman success seminars, study skills, financial aid/financial literacy, and other workshops as well as participate in mandatory study hall sessions. The University has a goal of enrolling 200 students in the program. However, even with grants for tuition, housing, and meals, it has been challenging to convince students to "give up part of their summer." Thirty-nine students have been accepted into the 2015 program as of March 20, 2015. Louisiana Tech expects the program to grow as it becomes more well-known. Several students from last summer will be assisting new B2B students this summer and they have recruited new students into the program from their high schools. The Director of Students in Transition oversees the program.

- **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.

New initiatives have not been in place long enough to provide a strong data-based evaluation of their efforts during this reporting year. However, as reported under the previous bullet point, early indications are positive with an 11.8 percentage point gain in the first- to second-year retention rate of baccalaureate degree-seeking transfer students from 61.0% last reporting year to 72.8% this reporting year.

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

In January 2015 Louisiana Tech began using the Transfer Evaluation System (TES), a College Source product. TES is a cloud-based database system that allows colleges and universities to track, manage, and store course equivalency data and to publish it for students to use as a self-help tool. The system has over 82,000 college catalogs in the database and it facilitates efficient and timely evaluations of course equivalencies. Administrators of the system can email side-by-side catalog course descriptions to faculty department heads for equivalency approval all within the TES software system. Louisiana Tech is currently in the process of building an export from our student information system that can be imported into TES. Once

that has been done Tech can build new equivalencies within TES and export them to the primary student information system which will tie the equivalencies to Tech's transcript system for the purpose of checking pre- and co-requisites as well as degree checkout.

In addition to TES and Retain, Tech is in the process of implementing a document imaging and records management system, ImageNow by Perceptive Software. The Financial Aid Office at Tech successfully implemented ImageNow this fall as Phase I. Undergraduate Admissions and the Registrar's Office will comprise Phase II of the project. 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 it will reduce 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 is managed by BARC staff and there are plans to continue to expand the use of the software. Staff members are planning to attend 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.**

Louisiana Tech and BPCC have continued a **Cross Enrollment** Memorandum of Understanding that was initially 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.

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)

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**	**494**	
# retained to the next Fall semester	**377**	**336***	**364**	
Rate	**62.8%**	**61.0%**	**73.7%**	
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**	**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**	**1306**	
# who began as transfers	**302**	**292**	**317**	**298**	**285**	**291**	
Percentage who began as transfers	**23.1%**	**23.2%**	**26.1%**	**24.6%**	**23.8%**	**22.3%**	

Note: Files of 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, and 2014-15 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**	**57**	
# Admitted by Exception	**5**	**2**	**4**	**1**	**4**	**2**	
Rate	**6.5%**	**2.3%**	**6.3%**	**1.6%**	**5.6%**	**3.5%**	
# Transfers Admitted (Fall)	**364**	**375**	**423**	**390**	**369**	**363**	
# Admitted by Exception	**29**	**24**	**20**	**8**	**10**	**19**	
Rate	**8.0%**	**6.4%**	**4.7%**	**2.1%**	**2.7%**	**5.2%**	
# Transfers Admitted (Winter)	**80**	**118**	**74**	**96**	**46**	**55**	
# Admitted by Exception	**5**	**8**	**7**	**4**	**6**	**0**	
Rate	**6.3%**	**6.8%**	**9.5%**	**4.2%**	**13.0%**	**0.00%**	
# Transfers Admitted (Spring)	**176**	**167**	**163**	**133**	**157**	**114**	
# Admitted by Exception	**11**	**8**	**7**	**4**	**6**	**4**	
Rate	**6.3%**	**4.8%**	**4.3%**	**3.0%**	**3.8%**	**3.5%**	
# Transfers Admitted (TOTAL)	**697**	**748**	**724**	**681**	**644**	**589**	
# Admitted by Exception	**50**	**42**	**38**	**17**	**26**	**25**	
Rate	**7.2%**	**5.6%**	**5.2%**	**2.5%**	**4.0%**	**4.2%**	

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**	**89**	
# retained to next Fall semester	**37**	**59**	**71**	**60**	**57**	**73**	
Rate	**62.7%**	**74.7%**	**74%**	**60.6%**	**66.3%**	**82.0%**	

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**	**1306**	
# who began as transfers w assoc degree	**40**	**29**	**68**	**51**	**54**	**64**	
Percentage who began as transfers w assoc degree	**3.1%**	**2.3%**	**5.6%**	**4.3%**	**4.5%**	**4.9%**	

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**	**904**	

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**	**1**	
# retained to next Fall semester	**N.A.**	**N.A.**	**3**	**N/A**	**N/A**	**1**	
Rate	**N.A.**	**N.A.**	**75.0%**	**N/A**	**N/A**	**100.0%**	

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**	**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.

As noted in the Year 4 report, 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 also 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 were approved by the Board of Regents in April 2014.

The MAT Multiple Levels, Grades K-12 was terminated as part of curriculum redesign in the College of Education and a decline in workforce demand.

Approval was granted to terminate the BA in Speech and the BA in Journalism; the discipline content in these two programs were consolidated into the newly approved BA Communication with three concentrations: Journalism, Communication Studies, and Theatre.

Approval was given to terminate the Graduate Certificate in Rural Development as the certificate no longer aligned with regional needs,

The University submitted one MAT program to the University of Louisiana System for termination in response to the 2015 Low Completer/Enhanced Program Review. Decision is pending.

- **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.**

As noted in the previous section, Louisiana Tech reinstated the BS in Health & Physical Education in March 2014 in response to decreased demand for the Art portion of the previously consolidated BS Multiple Levels Grades K-12.

The University received Board of Regents approval in Year 5 to consolidate two programs, the BA in Speech and the BA in Journalism into the BA in Communication. The new configuration allows the University to respond to current and future workforce needs by addressing a broader spectrum of speech, journalism, theatre, and social media content as reflected in the current marketplace and population. One of the existing concentrations in the BA in Communication, Speech, was renamed Communication Studies, also to reflect the currency and relevance of the program's content.

The University received approval to rename the BS Merchandising & Consumer Studies to BS Fashion Merchandising & Retail Studies to accurately reflect program content and align with workforce needs.

Approval was given to rename the BFA Communication Design to BFA Graphic Design to clearly identify the program discipline and market it to the workforce more effectively.

The following concentrations were added to existing degree programs to respond to workforce needs and developing research/pedagogical trends: Cloud Computing and Big Data concentration was added to BS Computer Science; Basic & Career Studies concentration was added to BGS General Studies; and Rehabilitation Teaching for the Blind concentration was added to MA Counseling and Guidance.

Louisiana Tech launched the Bridge to Bulldogs Program in Summer 2014 as a pilot for future expansion. The program attracted 22 participants, 21 of which successfully met the University's selective admissions requirements in Fall 2014 and were retained into the Winter 2014-15 quarter. This highly successful program has undergone formative and summative assessment since its launch and will be offered again in Summer 2015.

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.

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

Dr. Dave Norris, Chief Innovation Officer at Louisiana Tech, supports workforce and economic development efforts of a variety of communities and business partners in the region. Under his leadership, Louisiana Tech University completed 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 resulted in seven 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.

Dr. Norris also leads our Rural Jobs and Business Accelerator program funded by the U.S. Department of Commerce, the U.S. Department of Agriculture, and the Delta Regional Authority. This program recently completed its third year. Since the beginning of the program in 2012--one of 12 funded nationally—41 entrepreneurs and new startup companies have entered the program, and 28 have graduated. The other 13 represent the third-year cohort, and they will complete the program in May 2015. The program has already resulted in six new business startups and three business expansions in the region. Most of these have been focused in high growth sectors such electronics, high performance building materials, and biosciences with significant job creation opportunities. In addition, the Rural Jobs and Business Accelerator program has provided 12 communities in the north Louisiana region with extended support for economic and workforce development planning and strategy development.

In addition, we have expanded our partnership with the Fenway Group and their Xperience^{TM} program for software engineers. The company, located in our Enterprise Campus, has expanded the program from 4 employees in 2012 to over 40 employees in March 2015, and they have tripled their footprint in the Enterprise Campus. The program consists of part-time, paid employment for current Tech students with extensive mentoring from senior technical leaders from Fenway. In addition to providing a key component of the Fenway Group's workforce, the program is designed to accelerate the skill set of students in computing fields and place them in above entry-level employment with clients or the Fenway Group upon graduation. Ninety percent of the students who have graduated (12) from the Xperience program and from Louisiana Tech have been placed in above entry-level positions with clients or with the Fenway Group. Another company, BlueArx LLC, has established a similar program in our Enterprise Campus that began in April 2014. This company hires current students into a mentoring environment to work in fields such as technical writing, journalism, graphic design, and marketing. During the last year, they have integrated 14 students into their program.

Radiance Corporation, also an Enterprise Campus tenant, employs current students in our graduate engineering and science programs and attempts to hire or place those students upon graduation. Radiance is a military intelligence contractor in the hardware and software industry, and they have employed 19 graduate engineering and science students at their Enterprise Campus location since 2013, and placed 12 of those either with Radiance or a partner company upon graduation. In 2014, we began another business/workforce development partnership with Aegis Research Labs. Aegis is an advanced research company focused on developing advanced software solutions and quality skilled workforce through academic and industry partnerships. We are currently working with Aegis to build practical experience and training opportunities for Tech students in artificial intelligence, machine learning, advanced software engineering, and system integration. Finally, in support of the workforce needs of the new Computer Sciences Corporation (CSC) 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. Our goal is to grow enrollment in these programs by 50% by the end of 2015.

Tech's Division of Continuing Education and Distance Learning (CEDL) has continued to develop and maintain contact with local and State agencies, such as LWC, LED, , LABI, chambers of commerce, and regional economic development entities. Activities this year include a continued and renewed partnership with Management Seven LLC through nursing training provided (statewide), Central Management LLC through nursing training provided (statewide), Ates Construction Company of Dubach in their third year of Small Business Employee Training (SBET), First National Bank of Bienville with training provided in a third grant approved by the LWC (representing four parishes), two of the companies of the three at Green Clinic (the clinic & management also covering four parishes), Hunt Guillot of Ruston, and Frymaster. Educational partnerships continue to include Partners for Strategic Advantage of Shreveport, Delta Community College, Gettechnical banking training of Baton Rouge, and the Louisiana Bankers Association of Baton Rouge. Continuing Education has provided CEU certificates to 577 professions for professional hours, licensing requirements, and growth in their respective fields. Workforce Development has trained 1,487 employees in two IWTP grants and several partner projects during this period, resulting in 9 new jobs created, 344 jobs retained as a result of the training, and an average wage increase of 11.16% for employees over the two grants. WD also partnered with providers to train 387 participants, resulting in 6 new jobs created, 387 jobs retained as a result of the training, and an average wage increase of 8.7% 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, 23.05% of their graduates were employed, 30.51% were seeking employment, 35.59% planned to attend professional/graduate school, 8.81% planned to seek further undergraduate study, .34% were entering the military, and 1.69% 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, 48.6% were seeking initial or other employment, 19.2% planned to continue their education, and 2.8% planned to enter the military or other. Education's most recent data indicate that, of those responding to the survey, 27% of their graduates had found employment and 18% were seeking employment, 22% intended to participate in volunteer service, 65% planned to attend graduate school, and 4% planned to enter the military. Engineering & Science's most recent data reflect that 84.3% of their graduates found or were seeking employment, 15.6 % planned on attending graduate or professional school, and 1.1% were entering the military. Liberal Arts' most recent data report that 40% of those responding found employment, 40% planned on attending graduate or professional school, 5% planned to enter the military, and 14% 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 2013-2014, The STFB allocated approximately $1.2 million dollars for recurring and new initiatives to enhance technology for instruction and infrastructure improvements. To date in 2014-2015, the STFB has allocated approximately $1 million, with the balance to be reviewed in Spring 2015. New projects include continued enhancements to Prescott Memorial Library; Forestry, Electrical Engineering, and Professional Aviation; Biological Sciences; the College of Education (which will also serve the University's Quality Enhancement Plan for SACSCOC Accreditation); Engineering and Science; Speech Pathology; Music; the School of Design; the School of History & Social Sciences; English; the Computing Center; and the Graduate School. 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 been relatively stable over the past five years. Of the 460 course sections offered in Year 5, 91% were offered 100% online. Enrollment in online courses in Year 5 increased by 6.9% over Year 4, demonstrating an increase of 69% over the baseline year. The overall percentage of SCHs delivered by distance technology remains relatively small and stable – averaging 8.34% of the total University SCH production for the past four 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.

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*****	**5******	

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******	**10*******	

***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.*
********Eliminated Programs**: 1. GC Rural Development; 2. BA Speech; 3. BA Journalism; 4. BS Multiple Levels Grades K-12; 5. MA – Multiple Levels Grades K-12.*
*********Added Programs**: 1. BA Communication Program with three concentrations; 2. GC Higher Education Administration. 3. BFAG Art – Graphic Design. 4. BS Health & Physical Education Grades 6-12. **Changed Programs:** 5. BFA Art-Communication Design was renamed BFA Communication Design 6. BA Communication Program change name of one concentration from Speech to Communication Studies; 7. Added BS Computer Science concentration, Cloud Computing and Big Data; 8. Added BGS General Studies concentration, Basic & Career Studies; 9. Added MA Counseling and Guidance concentration, Rehabilitation Teaching for the Blind. 10. Renamed BS Merchandising & Consumer Studies to Fashion Merchandising & Retail Sales.*

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**	**123**	
# of programs aligned with needs			**123**	**126**	**125**	**123**	
% of programs aligned			**100%**	**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**	**24**	
# of course sections that are 100% distance delivered	**287**	**384**	**361**	**366**	**402**	**339**	

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**	**365**	
# of students enrolled in courses that are 100% distance delivered	**4225**	**6340**	**6270**	**5808**	**6642**	**5653**	

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**	**1**	
Baccalaureate	**3**	**3**	**3**	
Post-Baccalaureate		**1**	**1**	
Grad Cert	**4**	**4**	**5**	
Masters	**5**	**5**	**5**	
PMC				
Specialist				
Doctoral				
Professional				
TOTAL	**13**	**14**	**15**	
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**	**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.

- **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.**

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. Despite increased workloads due to increased enrollment and unfilled faculty vacancies, research expenditures have remained near $25M over the last few years, declining only slightly to $23M for FY 14. 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 multiple universities in the state. Dr. Bala Ramachandran of Louisiana Tech is a co-PI of the LA-SiGMA grant. In 2014, Dr. Ramachandran helped lead another $20M multi-institution proposal to establish a Consortium for Innovations in Materials and Manufacturing. Louisiana Tech would receive the largest distribution of funds, if awarded from the NSF, with the most investigators participating. Results of the proposal have not yet been announced. Louisiana Tech faculty also contributed to large (multi-year, multi-institution, multi-$M) consortia proposals for a DHS Center of Excellence in Critical Infrastructure Resiliency, and an FAA Center of Excellence in Unmanned Aerial Systems (both remain under review at this time).

Technology Transfer and Economic Development

A license is an agreement that grants a company rights to our invention in exchange for some consideration (typically royalty payment) and the company's commitment to further develop and commercialize the invention. The specific terms and conditions are determined through a complex negotiation process. Often before committing to a license agreement a company will enter into an option agreement. During the option period (which typically runs from 6-12 months) we agree to discontinue marketing the technology to others while the company evaluates the technology in-house. In exchange for this exclusive look we generally will receive a payment. During this reporting period we executed a total of 6 licenses and options (3 licenses and 3 options) giving a percentage of license/options executed to ROIs received of 35%. According to the AUTM 2013 survey data, we are above the national average of 27%. Louisiana Tech currently receives license income from 12 companies; funds received in FY14 totaling $266,449.50.

Licenses:

- ***CenturyLink:*** In the words of a company representative, the licensed technology has the potential to be a "game changer" for the firm. The technology we developed here at Louisiana Tech lowers the cost of optical fiber installation significantly and has the potential to enable CenturyLink to leapfrog their competition and become a major internet service provider. This relationship grew out of a very productive, multi-year collaborative R&D effort. It is prime example of how we are helping one of the few fortune 500 firms in northern Louisiana region expand their business.
- ***Alchemy Geopolymer Solutions LLC:*** Alchemy is a new start-up firm formed by Louisiana Tech professor Dr Erez Allouche to commercialize his geopolymer technology. The unique process uses a sodium silicate based polymer to convert a waste by-product, specifically fly ash from coal-fired power plants, into a high performance refractory and corrosion resistant material. Compared to Portland cement, which is an industry standard in concrete construction, geopolymer technology reduces the "carbon-footprint" by 90 percent and energy consumption by 85 percent. This "green" technology saves landfill space and reduces risk of contamination of aquifers and bodies of surface water. Dr Allouche's company has already attracted significant private investment and he was able to recruit a team of business professionals to manage the firm.
- ***Innolyzer:*** Dr Leland Weiss co-developed a microfluidic chip with Dr Chris Kevil (LSU) to measure hydrogen sulfide. This technology was licensed to Dr Kevil's start-up company, Innolyzer. Hydrogen sulfide is an extremely toxic and irritating gas, it can cause instant death. Hydrogen sulfide is found in crude oil and hydrogen gas production. This sensor is designed to help monitor exposure to hydrogen sulfide.

Options:

- ***Northwest Pipe Company:*** Northwest Pipe optioned our "flexible" geopolymer technology. Under the option Northwest was granted a reasonable time to evaluate the technology for a specific application related to coating steel pipes they produce.
- ***International Paper:*** Through his pioneering layer-by-layer (LbL) work National Academy of Inventors (NAI) honoree, Yuri Lvov, has developed a nanocoating process that improves the strength of wood fibers used in paper making process (e.g., cardboard boxes), and also to impart special properties into paper (e.g., make it conductive). This technology enables a paper producer to increase the percentage of low cost recycled paper used in the fabrication process of paper products. International Paper optioned this technology to explore its application in its paper plants.
- **Ditch Witch division of Charles Machine:** A surprisingly common occurrence encountered by water and sewer utilities is the accidental piercing of a water or sewer line with a gas pipe. This intersection of pipes is referred to as "cross bores" in the industry. They can lead to disastrous consequences (such as a gas explosion in a home) if the gas pipe gets damaged unintentionally in the process of clearing blockages in the water/sewer line. Dr Arun Jaganathan has developed sensors that can be installed in front of the drill head to warn the operator in advance if it is about to encounter a gas pipe. Ditch Witch optioned this technology in order to further evaluate it, are also sponsoring further research and development.

- **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.**

Together with some of his counterparts, Dr Richard Kordal, Director, Office of Intellectual Property and Commercialization helped to resurrect the Louisiana Technology Transfer Officers' (LTTO) organization. LTTO is a statewide organization of technology transfer directors that provides a venue and forum for the directors to discuss best practices, provide guidance to smaller offices, and work together to more effectively transfer technology in Louisiana. LTTO is assisting the Board of Regents Master Plan Research Advisory Committee (MPRAC) to implement one of LTTO's recommendations that it helped to develop last fall: the creation of a coordinated web "portal" to link all of the technology transfer office's websites. This portal will serve as a single "entry point" into the many different university inventions and expertise available around the state.

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 jointly hosted CABL's Leadership Forum in 2014 with the Cyber Innovation Center in Bossier City, and provided overviews of our R&D and innovation activities.

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). 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. In November 2014, Dr. Napper and Dr. Ramachandran at Louisiana Tech participated in organizing and conducting a workshop on Advanced Materials and Manufacturing. The purpose of this workshop was to promote dialogue and cooperation between universities and companies in this sector. LED and other economic development organizations were involved in the workshop.

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. 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). Seventy- six 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.

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 now offers a 15-credit hour sequence of courses that can accelerate the software and data analytics skills of students across a wide variety of majors.

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. A strong collaborative partnership between Louisiana Tech University and CSC and the Louisiana Department of Economic Development has been established through a formal Cooperative Endeavor Agreement. That partnership was embodied in a three day workshop on the Louisiana Tech campus in late September 2014, for which 35 senior executives of CSC met with administrators and faculty in Computer Information Systems, Computer Science, and Cyber Engineering academic programs. The collaboration continues through ongoing dialogue that includes recruitment and retention, professional development of students and faculty (through internships), research projects, corporate presence on campus and throughout north Louisiana, and other collaborative projects. From Fall 2013 to Fall 2014, enrollment in the three key academic programs grew from 360 to 440, exceeding the goals of the CEA.

Dr. Dave Norris, Chief Innovation Officer at Louisiana Tech, supports workforce and economic development efforts of a variety of communities and business partners in the region. During 2014 he oversaw the completion of 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 program supported the development of intellectual properties at the university that have led to five technology licenses of new 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 and construction technology.

Two other major innovation and commercialization program proposals were submitted to federal agencies during 2014. The first was the proposal to the NIH REACH program for the establishment of regional commercialization hubs focused on medical and bioscience technologies. Louisiana Tech was the lead applicant on a proposal that would create a statewide network of institutions to collaborate on commercialization of medical and bioscience technologies under development in our state. In addition to Louisiana Tech as the lead, the partners included Tulane University, LSU Health Science Centers in Shreveport and New Orleans, Pennington Biomedical Research Center, the New Orleans BioInnovation Center, the Louisiana Biomedical Research Network, Xavier University, and the Biomedical Research Foundation of Northwest Louisiana. The proposal was also supported by the major early-stage equity funding partners around the state. A second proposal was submitted to the U.S. Department of Commerce I6 competition. Louisiana Tech was also the lead on this proposal that includes over 30 regional partners. The project would establish a regional “makers innovation network” and endeavor to leverage the nascent maker movement in our region, connect it with key entrepreneurship and business development resources, and direct that to support new innovative product development leading to economic development in our state. Both of these proposals are still pending.

Louisiana Tech maintains ongoing collaborations with regional chambers and economic development organizations. The Biomedical Research Foundation of Northwest Louisiana (BRF), the Cyber Innovation Center, the North Louisiana Economic Partnership (NLEP), and every major regional chamber have all been partners on our major innovation and commercialization proposals to federal agencies. We have provided support to and shared best practices with to BRF in the development of their new Entrepreneurial Acceleration Program, offered our own innovation and business development services to BRF clients, engaged NLEP on their innovation initiatives and incorporated them into our new program development efforts. We also regularly engage the regional chambers of commerce to connect their members to our entrepreneurial support programs and business expansion assistance through our Regional Accelerator. This is done primarily by collaborating with chambers and local governments so implement workshops for aspiring and emerging entrepreneurs in communities across the I-20 Corridor.

Dr. Stan Napper, Vice President for Research and Development, was named to the Board of Directors of the Louisiana Biotechnology Industry Organization (LaBIO), an affiliate of the national BIO. The LaBIO assists biotechnology companies (biomedical, agricultural and food, pharmaceutical, and other related companies) to collaborate for policy and resource advocacy and economic impact.

- **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.**

Discoveries at Louisiana Tech University led to the creation of two new start-up companies in the last year. One of the new start-up companies (Alchemy) was founded by Louisiana Tech University professor and inventor of the technology Dr Erez Allouche. The other company was spun out of Louisiana State University and is based in part on a joint invention between LSU and Louisiana Tech University researcher, Leland Weiss. It should be noted that Alchemy took first place in the Louisiana startup business plan competition held in Shreveport and took home the $25,000 first prize award. If we count just the new Louisiana Tech University spin-out company, Alchemy, it brings to 13 the number of surviving companies. Since about May 2014 we have partnered with several companies on **four new SBIR grant funded projects**, three Phase 1 and one Phase 2 award. Those companies are: Radiance (Phase 1 and 2), Intelligent Automation Inc. (Phase 1), and QuakeWrap, Inc. (Phase 1).

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. 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 **Louisiana Tech Rural Jobs and Business Accelerator** program funded by the U.S. Department of Commerce, the U.S. Department of Agriculture, and the Delta Regional Authority also helps support the development of university research and intellectual property for commercial deployment. This program recently completed its third year. Since the beginning of the program in 2012--one of 12 funded nationally—41 entrepreneurs and new startup companies have entered the program, and 28 have graduated. The other 13 represent the third-year cohort, and they will complete the program in May 2015. Of the 41 participants in the program, 7 have been developing commercialization plans for university intellectual property. The program has already resulted in six new business startups and three business expansions in the region. Most of these have been focused in high growth sectors including electronics, high performance building materials, and biosciences with significant job creation opportunities. In addition, the Rural Jobs and Business Accelerator program has provided 12 communities in the north Louisiana region with extended support for economic and workforce development planning and strategy development.

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". More information regarding the TBDC and other business development resources can be found at **http://www.latech.edu/business_development_resources.pdf.**

The National Science Foundation (NSF) awarded a prestigious **I-Corps Award** to Dr. Mark DeCoster, Associate Professor in Biomedical Engineering. This award provides funding to develop and commercialize artificially-manufactured cells and cell platforms for educational, research and industry applications. DeCoster, along with a Ph.D. student, and Mr. Shafin Khan, director of technology commercialization at the New Orleans Bioinnovation Center, received the Innovation-Corps program funds to develop and commercialize their artificial cell technology, which will be paired with educational and visualization software to provide hands-on experiments and testing resources for students and assisted by the software learning tools. The development of learning tools for K-12 students in science labs will be the team's first target, starting with outreach to local schools in north Louisiana and in the New Orleans area. As part of commercializing these products, DeCoster is focused on developing a new startup company and website, which will help expand the impact of technology.

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

A summary of Louisiana Tech's IP outcomes for academic years 2011-2014 (September 2011 to August 2014) is shown in table 3.c.v.

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 2013 survey data, Louisiana Tech University ranked high in several technology transfer measures: we ranked in the top 25 (tied for 23rd) nationally in terms of Reports of Inventions (ROIs) per $10 million R&D expenditures, tied for 9th in the nation in terms of issued US patents per $10 million R&D, and we rank in the top 20 (18th) nationally in terms of startups formed per $100 million R&D. 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 but continues to be actively involved on several AUTM Committees. 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**	**276**	
Total number of research/instructional faculty (FTE) holding active research and development grants/contracts	**131**	**121**	**115**	**115**	**105**	**108**	
Percentage of faculty holding active research and development grants/contracts	**39.5%**	**38.2%**	**36.9%**	**37.1%**	**36.0%**	**39.1%**	

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**	**276**	
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***	**93***	
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%**	**33.7%**	

**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**	**$9,844,000**	
State and local governments	**1,567,000**	**1,741,000**	**1,987,000**	**2,284,000**	**2,382,000**	**$2,299,000**	
Industry	**450,000**	**426,000**	**391,000**	**368,000**	**388,000**	**$451,000**	
Institution funds	**11,148,000**	**11,694,000**	**12,153,000**	**12,649,000**	**12,522,000**	**$12,980,000**	
All other sources	**53,000**	**41,000**	**43,000**	**39,000**	**37,000**	**$35,000**	
TOTAL	**$19,625,000**	**$21,106,000**	**$23,004,000**	**$24,875,000**	**$25,311,000**	**$25,609,000**	

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**	**276**	
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**	**$92,786.20**	

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**	**$8,476,000**	
State and local governments	**1,397,000**	**1,542,000**	**1,772,000**	**2,021,000**	**2,061,000**	**$1,947,000**	
Industry	**449,000**	**420,000**	**384,000**	**361,000**	**380,000**	**$444,000**	
Institution funds	**8,714,000**	**8,494,000**	**8,654,000**	**8,823,000**	**8,411,000**	**$8,523,000**	
All other sources	**50,000**	**37,000**	**39,000**	**36,000**	**32,000**	**$29,000**	
TOTAL	**$16,548,000**	**$17,307,000**	**$18,580,000**	**$19,800,000**	**$19,665,000**	**$19,419,000**	

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	6	
Disclosures	24	19	17	
Licenses awarded	4	4	3	
Options awarded	0	1	3	
New companies (start-ups) formed	1	2	3	
Surviving start-ups	10	11	13	
Other	0	4*	1**	
Total	**46**	52	46	
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**	**YES**	

**This includes four foreign patents.*
***Under the "other" category 1 foreign (Canadian) patent was included.*

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 requirements, 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, and Fall 2014 yielded another increase of 306 (19.7%) students from 1551 in Fall 2013 to 1857 in Fall 2014. First-time freshmen enrollment is now the highest it has been since 2004. Transfer enrollment has continued to decline from 423 in Fall 2011, to 362 in Fall 2014. However, due to refocused recruiting and follow-through during the latter part of this reporting year, early indications are positive for the upcoming fall term.

Louisiana Tech does not offer developmental courses to its admitted students. However, in order to serve students who are admitted to Tech as an admission exception and who require remedial mathematics or English, the University has continued a **Cross Enrollment** agreement with Bossier Parish Community College that began in Spring 2013. 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 the University and who do not meet Tech's admission requirements.

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

The Associate Degree in Nursing, which leads to the RN certification, continues to be a high-demand program in the region. The Louisiana Center for Nursing, 2009 Report, affirms that the associate degree program is foundational as initial RN preparation. Louisiana Workforce Commission forecasts for RMLA 7 (Shreveport) through 2018 demonstrate that registered nurses will continue to be in short supply. Both local community colleges and Louisiana Tech have waiting lists of students wishing to enroll in associate degree nursing programs. Louisiana Tech has not engaged in plans to terminate this program, as the negative impact on the region would be substantial.

The Associate Degree in General Studies is offered only at the University's Barksdale instructional site as part of the Memorandum of Understanding with Barksdale Air Force Base, a federal installation for whom Louisiana Tech has offered programs specific to the MOU since 1965. The AGS has been offered as a contractual obligation to meet the needs of the Air Force and Barksdale employees seeking workforce advancement since 1973. The program tracks into the four-year general studies degree and other degree programs offered at Tech-Barksdale and on the main campus. The RMLA 7 section of the Louisiana Workforce Commission states that the Barksdale facility is expecting increased employment through 2018 in federal jobs. Louisiana Tech's continued presence at the Barksdale site as a strategic partner also enhances the University's support of education, research, and economic development needs of the region and nation.

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

As reflected in the June 27, 2014 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 2014-15 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 22, 2014. For FY 14-15, the minimum full-time tuition and fees for out-of-state students attending Louisiana Tech University were $19,302 per academic year versus the SREB average of $21,489. Out-of-state fee revenue at Louisiana Tech University is projected to increase by $1,700,000 for FY 14-15. For the upcoming year, the out-of-state tuition and fee will rise by 13.8% to $21,971. Out-of-state tuition and fee revenue is projected to increase by $1,780,000 for FY 15-16. 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 $21,971 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 in 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. The University is confident that expanded out-of-state recruiting efforts along with our ability to award scholarships helped us achieve a 6.5% increase in out-of-state undergraduate student enrollment (excludes international students) for Fall 2014. This student population grew by 61 students from 945 in Fall 2013 to 1,006 in Fall 2014.

Out-of-state graduate student enrollment increased slightly by five (2%) students from 244 in Fall 2013 to 249 students in Fall 2014. International graduate student enrollment decreased by 19 (-6%) students from 320 in Fall 2013 to 301 students in Fall 2014. 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***	**7****	
Course sections in English	**8**	**9**	**8**	**2**	**0**	**0**	
Other developmental course sections	**0**	**0**	**0**	**0**	**0**	**0**	
TOTAL	**23**	**24**	**30**	**11**	**5**	**7**	

**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.*
*** Five out of seven sections were taught at Barksdale Air Force Base in support of our Memorandum of Understanding with the U.S. Air Force; two sections were dual enrollment sections taught in high schools.*

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***	**103****	
Enrollment in dev English	**152**	**158**	**122**	**44**	**0**	**0**	
Enrollment in other developmental courses	**0**	**0**	**0**	**0**	**0**	**0**	
TOTAL	**698**	**693**	**690**	**306**	**102**	**103**	

**Ninety-four out of 102 were Barksdale students; eight were dual enrollment high school students.*
*** Ninety-three out of 103 were Barksdale students; 10 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**	**2**	

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

	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***	**470****	

**Two hundred and thirteen out of 317 students 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 104 students were in the Associate of Science in Nursing Program.*
*** Two hundred and two out of 470 students 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 268 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**	**$19,302**	
Peer non-resident tuition/fees (full-time)	**$15,861**	**$16,586**	**$16,838**	**$18,409**	**$19,353**	**$21,489**	
Percentage difference	**-71.7%**	**-64.6%**	**-48.0%**	**-39.3%**	**-22.0%**	**-11.3%**	

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**	**79**	
# programs having discipline accreditation	**76**	**74**	**74**	
% accredited programs	**95.0%**	**93.7%**	**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**	**YES**	

**per February 2015 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, 2015

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 2014

Undergraduate headcount	9532
Graduate headcount	1693
Total headcount	11225

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

  Source: 2014-15 Budget Request data submitted to Board of Regents as per SCHBRCRPT.

Undergraduate FTE	7737.4
Graduate FTE	1167.1
Total FTE	8904.6

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 2014. 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	423
FTE Faculty	367.5

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 2014.

Undergraduate headcount enrollment	32,201
Total number of sections in which the course number is less than or equal to a senior undergraduate level	1,333
Average undergraduate class size	24.16

d. Average number of students per instructor

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

Source: Budget Request information 2014-2015 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2014.

Total FTE enrollment	8904.6
FTE instructional faculty	367.5
Ratio of FTE students to FTE faculty	24.2

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 2014, 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

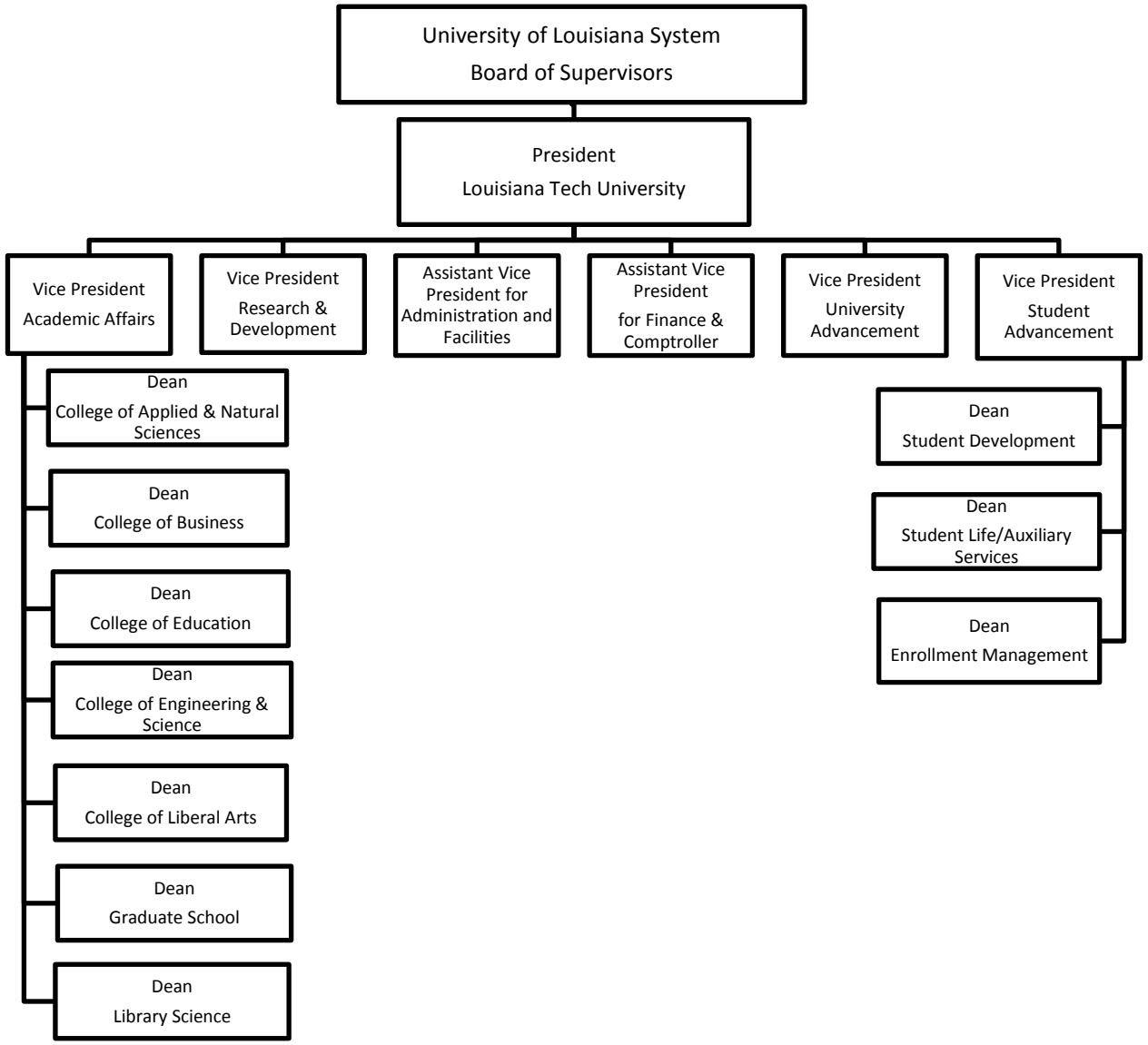
- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**
  Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in Fall 2014, EEO category = "1" (Executive, Administrative, Managerial) and a 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	4	4
Finance and Administration	8	8
Student Affairs	11	11
University Advancement	1	1
Athletics	13	12.5
President	5	5
Research and Development	1	1
Total	**43***	**42.5***

*22 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 Advancement
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	Total Base Salary, reported Fall 2014
President	$350,000	$350,000	$350,000	$350,000
Vice President for Academic Affairs	$168,137	$160,000	$160,000	$160,000
Vice President for Research and Development	$167,892	$200,000	$180,000*	$180,000
Executive Vice President and Dean of the Graduate School	$127,544	$000,000	$000,000**	$000,000**
Vice President for Finance and Administration	$162,690	$162,690	$162,690	$000,000**
Vice President for University Advancement	$122,400	$122,400	$122,400	$122,400
Vice President for Student Advancement	$121,951	$121,951	$121,951	$141,951
Assistant Vice President for Administration and Facilities				
Assistant Vice President for Finance				$117,590
Dean, College of Applied and Natural Sciences	$123,930	$123,930	$123,930	$110,000***
Dean, College of Business	$173,400	$173,400	$173,400	$170,000***
Dean, College of Education	$122,400	$125,000	$125,000	$105,600***
Dean, College of Engineering & Science	$148,920	$148,920	$147,000***	$175,000
Dean, College of Liberal Arts	$112,000	$112,000	$112,000	$112,000
Dean, Enrollment Management	$103,616	$103,616	$103,616	$103,616
Dean, Library Science	$ 85,000	$ 85,000	$ 60,000***	$60,000***
Dean, Student Development	$ 66,211	$ 66,211	$ 66,211	$66,211
Dean, Student Life/Auxiliary Services	$ 75,925	$ 75,925	$ 75,925	$75,925
Dean, Graduate School/Professor of Speech	$000,000	$000,000	$105,000***	$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	$ 33,096,397	34.8%
Research	$ 8,652,108	9.1%
Public Service	$ 116,348	.1%
Academic Support**	$ 7,413,026	7.8%
Student Services	$ 3,501,165	3.7%
Institutional Services	$ 8,022,862	8.4%
Scholarships/Fellowships	$ 19,767,739	20.8%
Plant Operations/Maintenance	$ 9,363,668	9.9%
Total E&G Expenditures	$ 89,933,313	94.7%
Hospital	$ -	%
Transfers out of agency	$ -	%
Athletics	$ 5,043,329	5.3%
Other	$ -	%
Total Expenditures	$ 94,976,642	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	$20,040

- **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	4.4

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

Average cost per degree awarded	$3,377

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

Average cost per non-completer	$3,377

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

All expenditures for the most recent year	$174,605,804