Louisiana Tech University

FIVE-YEAR STRATEGIC PLAN

FY 2017-2018 through FY 2021-2022

July 1, 2016

DEPARTMENT ID: 19A Higher Education
AGENCY ID: 19A-625 Louisiana Tech University

Louisiana Tech University
THE UNIVERSITY OF LOUISIANA SYSTEM

Strategic Plan FY 2017-2018 through FY 2021-2022

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

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

Philosophy Statement:
Louisiana Tech University attains its mission through optimum utilization of the University's human, intellectual, and fiscal resources; proactive, consistent, and sound decision-making practices; and maintenance of relevance and accountability in all processes and procedures. The University subscribes to the Policy of Equal Opportunity, and publishes *Policy 1401: Equal Employment Opportunity Policy Statement* and *Policy 1426: Family and Medical Leave Act of 1993* in the University's Personnel Policies and Procedures Manual.

Goals and Objectives:

Goal I: To Increase Opportunities for Student Access

Objective I.1: Decrease the fall headcount enrollment (full term) at Louisiana Tech University by (16.5%) from the baseline level of 12,335 in Fall 2015 to 10,300 by Fall 2020.

Links: State Outcome Goals -- Youth Education, Diversified Economic Growth
Children's Budget Link: Not applicable
Human Resource Policies Beneficial to Women and Families Link: Not applicable
Other Links: (TANF, Tobacco Settlement, Workforce Development Commission, or other closely linked objective in Master Plan for Postsecondary Education

Strategy I.1.1: Recruit better academically prepared students.

Strategy I.1.2: Develop collaborations with two-year schools to increase transfer rates.

Strategy I.1.3: Enter into dual/cross/concurrent enrollment collaborations with community colleges.

Strategy I.1.4: Develop need-based scholarship program to improve access and to encourage attendance.

Strategy I.1.5: Implement or enhance initiatives geared towards improving graduation and retention rates.

Performance Indicators:

Output: Number of students enrolled (full term) at Louisiana Tech University

Outcome: Percentage change in the number of students enrolled (full term) at Louisiana Tech University

Source: Board of Regents Statewide Student Profile System data

Goal II: To Increase Opportunities for Student Success

Objective II.1: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by .6 percentage points from the Fall 2014 cohort (to Fall 2015) baseline level of 80.4% to 81% by Fall 2020 (retention of Fall 2019 cohort).

Links:
State Outcome Goals: Youth Education, Diversified Economic Growth
Children's Budget Link: Not applicable
Human Resource Policies Beneficial to Women and Families Link: Not applicable
Other Links: Board of Regents Master Plan for Postsecondary Education

Strategy I.1.1: Recruit better academically prepared students

Strategy I.1.2: Develop need-based scholarship programs to improve retention, progression and graduation.

Strategy I.1.3: Implement or enhance initiatives geared towards improving retention, progression and graduation rates.

Performance Indicators:

Output: Percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment

Outcome: Percentage point change in the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment

Source: Board of Regents Statewide Student Profile System data

Goal II: To Increase Opportunities for Student Success

Objective II.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment by .3 percentage points from the Fall 2013 cohort (to Fall 2015) baseline level of 69.7% to 70.0% by Fall 2020 (retention of Fall 2018 cohort).

Links:
State Outcome Goals: Youth Education, Diversified Economic Growth
Children's Budget Link: Not applicable
Human Resource Policies Beneficial to Women and Families Link: Not applicable
Other Links: Board of Regents Master Plan for Postsecondary Education

Strategy I.1.1: Recruit better academically prepared students

Strategy I.1.2: Develop need-based scholarship programs to improve retention, progression and graduation.

Strategy I.1.3: Implement or enhance initiatives geared towards improving retention, progression and graduation rates.

Performance Indicators:

Output: Percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment

Outcome: Percentage point change in the percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment

Source: Board of Regents Statewide Student Profile System data

Goal II: To Increase Opportunities for Student Success

Objective II.3: Maintain the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (Fall 2008 cohort for Louisiana Tech University) of 58.0% to 58.0% by academic year 2019-2020 (Fall 2013 cohort).

Links:
State Outcome Goals: Youth Education, Diversified Economic Growth
Children's Budget Link: Not applicable
Human Resource Policies Beneficial to Women and Families Link: Not applicable
Other Links: Board of Regents Master Plan for Postsecondary Education

Strategy I.1.1: Recruit better academically prepared students

Strategy I.1.2: Develop need-based scholarship programs to improve retention, progression and graduation.

Strategy I.1.3: Implement or enhance initiatives geared towards improving retention, progression and graduation rates.

Performance Indicators:

Output: Number of students enrolled at a Four Year University in Louisiana identified as first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from any public postsecondary institution in Louisiana.

Outcome: Percentage of students enrolled at a Four Year University in Louisiana identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from any public postsecondary institution in Louisiana.

Source: Board of Regents Statewide Graduation Rate

Goal II: To Increase Opportunities for Student Success

Objective II.4: Increase the total number of baccalaureate degree completers in a given academic year from the baseline number of 1,223 in 2014-2015 to 1,239 in academic year 2019-2020. Students may only be counted once per award level.

Links:
State Outcome Goals: Youth Education, Diversified Economic Growth
Children's Budget Link: Not applicable
Human Resource Policies Beneficial to Women and Families Link: Not applicable
Other Links: Board of Regents Master Plan for Postsecondary Education

Strategy I.1.1: Recruit better academically prepared students

Strategy I.1.2: Develop need-based scholarship programs to improve retention, progression and graduation.

Strategy I.1.3: Implement or enhance initiatives geared towards improving retention, progression and graduation rates.

Performance Indicators:

Output: Number of completers at the baccalaureate degree level

Outcome: Percentage change from baseline

Source: Board of Regents Statewide Student Profile System

Goal II: To Increase Opportunities for Student Success

Objective II.5: Maintain the total number of graduate degree completers in a given academic year from the baseline number of 520 in 2014-2015 to 520 in academic year 2019-2020. Students may only be counted once per award level.

Links:
State Outcome Goals: Youth Education, Diversified Economic Growth
Children's Budget Link: Not applicable
Human Resource Policies Beneficial to Women and Families Link: Not applicable
Other Links: Board of Regents Master Plan for Postsecondary Education

Strategy I.1.1: Recruit better academically prepared students

Strategy I.1.2: Develop need-based scholarship programs to improve retention, progression and graduation.

Strategy I.1.3: Implement or enhance initiatives geared towards improving retention, progression and graduation rates.

Performance Indicators:

Output: Number of completers at the graduate degree level

Outcome: Percentage change from baseline

Source: Board of Regents Statewide Student Profile System

Appendix A

Process Documentation

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

The principal beneficiaries of Louisiana Tech University's programs are the more than 11,200 students enrolled in university courses and degree programs. These students come principally from the state of Louisiana and contiguous states. Secondary beneficiaries are the citizens of the parishes and the state of Louisiana who benefit from the University's programs, facilities, and the $462 million per year economic impact. The specific services or benefits derived by the students and citizens will be the opportunities for high-quality postsecondary education. The ultimate benefit to the community and prospective employers will be a better-educated and trained citizenry.

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

Potential external factors could include: national, state, and local economic trends; and changes in the level of funding support from the Louisiana Legislature. A change in policy at the federal level can have dramatic effects on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

III. The statutory requirement or other authority for the goals of the plan:

Goal 1: To Increase Opportunities for Student Access

Goal 2: To Increase Opportunities for Student Success

Constitution (Article VIII, Sections 5 (D) 4) – To formulate and make timely revision of a master plan. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes

Constitution (Article VIII, Section 5 (D) 1, 2) – To revise or eliminate existing academic programs and to approve or disapprove new program proposals. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes

Constitution (Article VIII, Section 5 (D) 3) – To study the need for changes in mission of existing institutions. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes

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

The Board of Regents is required by the state Constitution to develop and make timely revision of a master plan for higher education. The goals and objectives in this five-year strategic plan were derived from the Regents' revised Master Plan as well as from Act 741 of the 2010 Legislative Session (GRAD Act).

STRATEGY ANALYSIS CHECKLIST
✓ Analysis ✓Cost-benefit analysis conducted ✓ Financial or performance audit used X Benchmarking for best management practices used X Act 160 Reports used ✓ Other analysis or evaluation tools used ✓ Impact on other strategies considered ✓ Stakeholders identified and involved
✓ Authorization ✓ Authorization exists X Authorization needed
✓ Organization Capacity X Needed structural or procedural changes identified X Resource needs identified ✓ Strategies developed to implement needed changes or address resource needs ✓ Responsibility assigned
✓ Time Frame ✓ Already ongoing ✓ New, startup date estimated ✓ Lifetime of strategy identified
✓ Fiscal Impact ✓ Impact on operating budget X Impact on capital outlay budget X Means of finance identified ✓ Return on investment determined to be favorable

V. Identification of the primary persons who will benefit from or be significantly affected by <u>each</u> objective within the plan.
All goals, all objectives: Students, parents, faculty, employers, and the citizenry of the state

VI. An explanation of how duplication of effort will be avoided when the operations of more than one program are directed at achieving a single goal, objective, or strategy.
For the purposes of Act 1465 of 1997, the Board of Supervisors is a single program. Duplication of effort of more than one program is therefore not applicable.

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

VIII. A description of how each performance indicator is used in management decision making and other agency processes.
See Performance Indicator Documentation attached for each performance indicator.

Appendix B

Performance Indicator Documentation

Program: Louisiana Tech University

Objective I.1: Decrease the fall headcount enrollment (full term) at Louisiana Tech University by (16.5%) from the baseline level of 12,335 in Fall 2015 to 10,300 by Fall 2020.

Indicator 1: Number of students enrolled full term

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

2. **What is the rationale for the indicator?**
   Recognition of the importance of Louisiana having an educated citizenry.

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

4. **What is the frequency and timing of collection or reporting?**
   The data are gathered each enrollment term: fall, winter, spring, and summer for LA Tech. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

5. **How is the indicator calculated? Is this a standard calculation?**
   The standard method for reporting headcount enrollment is as of the last day of the enrollment term which is at the end of the Fall Quarter for Louisiana Tech. The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
Headcount enrollment refers to the actual number of students enrolled [as opposed to full-time equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number].

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

8. **Who is responsible for data collection, analysis, and quality?**
Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. **Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?**
No weaknesses. This indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

10. **How will the indicator be used in management decision making and other agency processes?**
Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.

Program: Louisiana Tech University

Objective I.1: Decrease the fall headcount enrollment (full term) at Louisiana Tech University by (16.5%) from the baseline level of 12,335 in Fall 2015 to 10,300 by Fall 2020.

Indicator 2: Percentage change in the number of students enrolled at the end of the term (compared to baseline)

1. **What is the type of indicator?**
   Outcome, Supporting

2. **What is the rationale for the indicator?**
   Recognition of the importance of Louisiana having an educated citizenry.

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

4. **What is the frequency and timing of collection or reporting?**
   The data are gathered each enrollment term: fall, winter, spring, and summer for LA Tech. For this indicator, fall data (the national standard) will be used.

5. **How is the indicator calculated? Is this a standard calculation?**
   The standard method for reporting headcount enrollment is as of the last day of the enrollment term which is at the end of the Fall Quarter for Louisiana Tech. The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   Headcount enrollment refers to the actual number of students enrolled [as opposed to full-time equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number].

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

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

Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses. This indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

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

Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.

Program: Louisiana Tech University

Objective II.1: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by .6 percentage points from the Fall 2014 cohort (to Fall 2015) baseline level of 80.4% to 81% by Fall 2020 (retention of Fall 2019 cohort).

Indicator 1: Percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment

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

2. **What is the rationale for the indicator?**
   Retention rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university be retained and eventually earn a degree.

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

4. **What is the frequency and timing of collection or reporting?**
   The data are gathered each enrollment term: fall, winter, spring, and summer for LA Tech. For this indicator, fall data (the national standard) will be used.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator will be calculated by matching the records of incoming full-time first-time freshmen enrolled in a fall semester to the records of the following (second) fall semester. This is the national standard for the calculation of an institutional retention rate.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   The measure only applies to a group of full-time, first-time freshmen who enter an institution in the Fall semester of a particular academic year. They are tracked over time, to the next Fall semester.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students in a full-time first-time freshmen cohort who remain enrolled in the second fall semester.

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

Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses.

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

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Louisiana Tech University

Objective II.1: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by .6 percentage points from the Fall 2014 cohort (to Fall 2015) baseline level of 80.4% to 81% by Fall 2020 (retention of Fall 2019 cohort).

Indicator 2: Percentage point change in the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment. (from baseline)

1. **What is the type of indicator?**
   Outcome, Supporting

2. **What is the rationale for the indicator?**
   Retention rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university be retained and eventually earn a degree.

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

4. **What is the frequency and timing of collection or reporting?**
   The data are gathered each enrollment term: fall, winter, spring, and summer for LA Tech. For this indicator, fall data (the national standard) will be used.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator will be calculated by matching the records of incoming full-time first-time freshmen enrolled in a fall semester to the records of the following (second) fall semester. This is the national standard for the calculation of an institutional retention rate. The percentage of students retained will be compared to the baseline.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   The measure only applies to a group of full-time, first-time freshmen who enter an institution in the Fall semester of a particular academic year. They are tracked over time, to the next Fall semester.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students in a full-time first-time freshmen cohort who remain enrolled in the second fall semester. That figure is subtracted from the baseline to get a percentage change.

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

Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses.

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

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Louisiana Tech University

Objective II.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment by .3 percentage points from the Fall 2013 cohort (to Fall 2015) baseline level of 69.7% to 70.0% by Fall 2020 (retention of Fall 2018 cohort).

Indicator 1: Percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment (from the baseline).

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

2. **What is the rationale for the indicator?**
   Retention rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university be retained and eventually earn a degree.

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

4. **What is the frequency and timing of collection or reporting?**
   The data are gathered each enrollment term: fall, winter, spring, and summer for LA Tech. For this indicator, fall data (the national standard) will be used.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator will be calculated by matching the records of incoming full-time first-time freshmen enrolled in a fall semester to the records of the two successive fall semesters. This is the national standard for the calculation of an institutional graduation rate.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   The measure only applies to a group of full-time, first-time freshmen who enter an institution in the Fall semester of a particular academic year. They are tracked over time, to the third Fall semester.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students in a full-time first-time freshmen cohort who remain enrolled in the third fall semester.

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

Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses.

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

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Louisiana Tech University

Objective II.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment by .3 percentage points from the Fall 2013 cohort (to Fall 2015) baseline level of 69.7% to 70.0% by Fall 2020 (retention of Fall 2018 cohort).

Indicator 2: Percentage point change in the percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment (from the baseline).

1. **What is the type of indicator?**
   Outcome, Supporting

2. **What is the rationale for the indicator?**
   Retention rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university be retained and eventually earn a degree.

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

4. **What is the frequency and timing of collection or reporting?**
   The data are gathered each enrollment term: fall, winter, spring, and summer for LA Tech. For this indicator, fall data (the national standard) will be used.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator will be calculated by matching the records of incoming full-time first-time freshmen enrolled in a fall semester to the records of the two successive fall semesters. This is the national standard for the calculation of an institutional graduation rate. The rate of freshmen retained to the third Fall will be subtracted from baseline to get the percentage point change.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   The measure only applies to a group of full-time, first-time freshmen who enter an institution in the Fall semester of a particular academic year. They are tracked over time, to the third Fall semester.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students in a full-time first-time freshmen cohort who remain enrolled in the third fall semester.

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

Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses.

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

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Louisiana Tech University

Objective II.3: Maintain the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (Fall 2008 cohort for Louisiana Tech University) of 58.0% to 58.0% by academic year 2019-2020 (Fall 2013 cohort).

Indicator 1: Number of students enrolled at a Four Year University in Louisiana identified as first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from any public postsecondary institution in Louisiana.

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

2. **What is the rationale for the indicator?**
   Graduation rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university earn a degree.

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

4. **What is the frequency and timing of collection or reporting?**
   The data are gathered each enrollment term: fall, winter, spring, and summer for LA Tech. For this indicator, fall data (the national standard) will be used.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator is the number of students within the cohort who initially enrolled at Louisiana Tech and who graduated from any public Louisiana university within 150% of normal time, six years for baccalaureate degree students and three years for associate degree students. This indicator is the numerator for the standard calculation of the institutional statewide graduation rate.

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

The measure only applies to a group of full-time, first-time freshmen who enter an institution in the Fall term of a particular academic year. They are tracked over six years for baccalaureate degree students and three years for associate degree students.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students in the cohort who graduate within 150% of normal time, six years for baccalaureate degree students and three years for associate degree students.

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

Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

The indicator is a limited measure of an institution's ability to graduate students**.** The number of freshmen in a cohort is not the same as the number of freshmen for a given academic term. The cohort does not include students who are part-time, nor does it include students who enter in winter, spring, or summer quarters. It does not include transfer freshmen. The number of graduates in a cohort is not the same as the number of completers for a given academic year. Tracking of students ends after 150% of normal time, six years for baccalaureate degree students and three years for associate degree students; thus students who graduate after that period are not counted in the graduation rate. Students who enter as transfer students and graduate are not counted in the rate. Thus the resulting graduation rate only reflects a portion of the students who enter and graduate from a given institution.

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

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Louisiana Tech University

Objective II.3: Maintain the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (Fall 2008 cohort for Louisiana Tech University) of 58.0% to 58.0% by academic year 2019-2020 (Fall 2013 cohort).

Indicator 2: Percentage of students enrolled at a Four Year University in Louisiana identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from any public postsecondary institution in Louisiana.

1. **What is the type of indicator?**
   Outcome, Key

2. **What is the rationale for the indicator?**
   Graduation rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university earn a degree.

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

4. **What is the frequency and timing of collection or reporting?**
   The data are gathered each enrollment term: fall, winter, spring, and summer for LA Tech. For this indicator, fall data (the national standard) will be used.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator is the number of students within the cohort who initially enrolled at Louisiana Tech and who graduated from any public Louisiana university within 150% of normal time, six years for baccalaureate degree students and three years for associate degree students. This indicator is the numerator for the standard calculation of the institutional statewide graduation rate.

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

The measure only applies to a group of full-time, first-time freshmen who enter an institution in the Fall term of a particular academic year. They are tracked over six years for baccalaureate degree students and three years for associate degree students.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students in the cohort who graduate within 150% of normal time, six years for baccalaureate degree students and three years for associate degree students, divided by the total number of students in the cohort.

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

Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

The indicator is a limited measure of an institution's ability to graduate students**.** The number of freshmen in a cohort is not the same as the number of freshmen for a given academic term. The cohort does not include students who are part-time, nor does it include students who enter in winter, spring, or summer quarters. It does not include transfer freshmen. The number of graduates in a cohort is not the same as the number of completers for a given academic year. Tracking of students ends after 150% of normal time, six years for baccalaureate degree students and three years for associate degree students; thus students who graduate after that period are not counted in the graduation rate. Students who enter as transfer students and graduate are not counted in the rate. Thus the resulting graduation rate only reflects a portion of the students who enter and graduate from a given institution.

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

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Louisiana Tech University

Objective II.4: Increase the total number of baccalaureate degree completers in a given academic year from the baseline number of 1,223 in 2014-2015 to 1,239 in academic year 2019-2020. Students may only be counted once per award level.

Indicator 1: Percentage change in the number of completers at the baccalaureate degree level.

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

2. **What is the rationale for the indicator?**
   System universities have an obligation to produce a better-educated citizenry. Persons with university undergraduate, graduate, and professional degrees are more likely to be productive citizens who earn considerably more income over their lifetimes than high school graduates.

3. **What is the source of the indicator? How reliable is the source?**
   Data will be retrieved from the Board of Regents data reporting system. The data system for collecting institutional data on completers has been in existence for almost three decades and is considered reliable.

4. **What is the frequency and timing of collection or reporting?**
   The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2014-2015.

5. **How is the indicator calculated? Is this a standard calculation?**
   To calculate the indicator, the sum of all bachelor's degree completers at an institution within a given academic year is compared to the baseline sum. Then a percentage change is calculated. This is the state standard for the counting of bachelor's degree completers.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   Completer is another term for graduates. It will include all students who earn Board of Regents-recognized bachelor's degrees.

7. Is the indicator an aggregate or disaggregate figure?
This indicator is the aggregate of all students who earn Board of Regents-recognized awards and certificates at the bachelor's degree level within an academic year.

8. Who is responsible for data collection, analysis, and quality?
Each university submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file.

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

10. How will the indicator be used in management decision making and other agency processes?
Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Louisiana Tech University

Objective II.4: Increase the total number of baccalaureate degree completers in a given academic year from the baseline number of 1,223 in 2014-2015 to 1,239 in academic year 2019-2020. Students may only be counted once per award level.

Indicator 2: Percentage change in the number of completers at the baccalaureate degree level.

1. **What is the type of indicator?**
   Outcome, Supporting

2. **What is the rationale for the indicator?**
   System universities have an obligation to produce a better-educated citizenry. Persons with university undergraduate, graduate, and professional degrees are more likely to be productive citizens who earn considerably more income over their lifetimes than high school graduates.

3. **What is the source of the indicator? How reliable is the source?**
   Data will be retrieved from the Board of Regents data reporting system. The data system for collecting institutional data on completers has been in existence for almost three decades and is considered reliable.

4. **What is the frequency and timing of collection or reporting?**
   The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2014-2015.

5. **How is the indicator calculated? Is this a standard calculation?**
   To calculate the indicator, the sum of all bachelor's degree completers at an institution within a given academic year is compared to the baseline sum. Then a percentage change is calculated. This is the state standard for the counting of bachelor's degree completers.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   Completers is another term for graduates. It will include all students who earn Board of Regents-recognized bachelor's degrees.

7. Is the indicator an aggregate or disaggregate figure?
This indicator is the aggregate of all students who earn Board of Regents-recognized awards and certificates at the bachelor's degree level within an academic year.

8. Who is responsible for data collection, analysis, and quality?
Each university submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file.

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

10. How will the indicator be used in management decision making and other agency processes?
Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Louisiana Tech University

Objective II.5: Maintain the total number of graduate degree completers in a given academic year from the baseline number of 520 in 2014-2015 to 520 in academic year 2019-2020. Students may only be counted once per award level.

Indicator 1: Number of completers at the graduate degree level

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

2. **What is the rationale for the indicator?**
   System universities have an obligation to produce a better-educated citizenry. Persons with university undergraduate, graduate, and professional degrees are more likely to be productive citizens who earn considerably more income over their lifetimes than high school graduates.

3. **What is the source of the indicator? How reliable is the source?**
   Data will be retrieved from the Board of Regents data reporting system. The data system for collecting institutional data on completers has been in existence for almost three decades and is considered reliable.

4. **What is the frequency and timing of collection or reporting?**
   The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2014-2015.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator is the sum of all graduate degree completers at the institution within a given academic year. The total includes all awards and certificates at the graduate and professional levels. This is the state standard for the counting of completers.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   Completers is another term for graduates. It will include all students who earn Board of Regents-recognized awards and certificates at the graduate level.

7. **Is the indicator an aggregate or disaggregate figure?**

This indicator is the aggregate of all students who earn Board of Regents-recognized awards and certificates at the graduate level within an academic year.

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

Each university submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

There are no limitations or weaknesses.

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

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Louisiana Tech University

Objective II.5: Maintain the total number of graduate degree completers in a given academic year from the baseline number of 520 in 2014-2015 to 520 in academic year 2019-2020. Students may only be counted once per award level.

Indicator 2: Percentage change in the number of completers at the graduate degree level

1. **What is the type of indicator?**
   Outcome, Supporting

2. **What is the rationale for the indicator?**
   System universities have an obligation to produce a better-educated citizenry. Persons with university undergraduate, graduate, and professional degrees are more likely to be productive citizens who earn considerably more income over their lifetimes than high school graduates.

3. **What is the source of the indicator? How reliable is the source?**
   Data will be retrieved from the Board of Regents data reporting system. The data system for collecting institutional data on completers has been in existence for almost three decades and is considered reliable.

4. **What is the frequency and timing of collection or reporting?**
   The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2014-2015.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator is the sum of all graduate degree completers at the institution within a given academic year. The total includes all awards and certificates at the graduate and professional levels. This is the state standard for the counting of completers.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   Completers is another term for graduates. It will include all students who earn Board of Regents-recognized awards and certificates at the graduate level.

7. **Is the indicator an aggregate or disaggregate figure?**

This indicator is the aggregate of all students who earn Board of Regents-recognized awards and certificates at the graduate level within an academic year.

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

Each university submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

There are no limitations or weaknesses.

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

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

CONTACT PERSON:

Name: Pamela Ford
Title: Dean of Enrollment Management
Telephone: 318-257-3031
FAX: 318-257-2908
Email: prford@latech.edu

ALTERNATE:

Name: Dr. Terry McConathy
Title: Vice President of Academic Affairs
Telephone: 318-257-4262
FAX: 318-257-4153
Email: tmm@latech.edu