Louisiana Tech University

FIVE-YEAR STRATEGIC PLAN

FY 2026-2027 through FY 2030-2031

July 1, 2025

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

Louisiana Tech University
THE UNIVERSITY OF LOUISIANA SYSTEM

Strategic Plan FY 2027 (2026-2027) through FY 2031 (2030-2031)

Vision Statement:
Louisiana Tech will be the exemplar public institution in scholarship, teaching, and experiential learning. The University will champion leading-edge research that addresses enduring and emerging local and global challenges, engaging in innovative partnerships that foster economic growth and vitality.

Mission Statement:
As a selective-admissions, comprehensive public university, Louisiana Tech is committed to quality in teaching, research, creative activity and scholarship, public service, and workforce/economic development. Louisiana Tech maintains as its highest priority the education and development of its students in a challenging environment within a safe and supportive diverse community of learners

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.

Program: Louisiana Tech University

Goal I: To Increase Opportunities for Student Access

Objective: I.1: Increase the fall headcount enrollment by 18% from the baseline level of 12,059 in fall 2024 to 14,250 by fall 2029.

> **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 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 at Louisiana Tech University
> >
> > Outcome: Number and percentage change in the number of students enrolled 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 8.9% percentage points from the fall 2023 cohort (to fall 2024) baseline level of 81.1% to 90% by fall 2029 (retention of fall 2028 cohort).

Strategy II.1.1: **Recruit better academically prepared students.**

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

Strategy II.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 four-year institution of initial enrollment by 8.5% percentage points from the fall 2022 cohort (to fall 2024) baseline level of 73.5% to 82% by fall 2029 (retention of fall 2027 cohort).

Strategy II.2.1:   **Recruit better academically prepared students.**

Strategy II.2.2:   **Develop need-based scholarship programs to improve retention, progression, and graduation.**

Strategy II.2.3:   **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 via BOR Higher Ed State Fact Book

Goal II: To Increase Opportunities for Student Success

Objective II.3: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate fall 2017 cohort for all institutions of 57.6% to 65% by AY 2028-29 (fall 2022 cohort).

        Strategy II.3.1:   **Recruit better academically prepared students.**

        Strategy II.3.2:   **Develop need-based scholarship programs to improve retention, progression, and graduation.**

        Strategy II.3.3:   **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 Completers' Report/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 year number of 1508 in 2023-24 to 1810 (20% increase) in AY 2028-29. Students may be counted only once per award level.

Strategy II.4.1: **Recruit better academically prepared students.**

Strategy II.4.2: **Develop need-based scholarship programs to improve retention, progression, and graduation.**

Strategy II.4.3: **Implement or enhance initiatives geared towards improving retention, progression, and graduation rates.**

Performance Indicators:

Output: Number of unduplicated completers at the baccalaureate degree level

Outcome: Number and percentage change from baseline

Source: Board of Regents Statewide Completers' Report/IPEDS Completers Report

Goal II: To Increase Opportunities for Student Success

Objective II.5: Increase the total number of Graduate Degree completers in a given academic year from the baseline year number of 654 in 2023-24 to 785 (20% increase) in AY 2028-29. Students may be counted only once per award level.

Strategy II.5.1: **Recruit better academically prepared students.**

Strategy II.5.2: **Develop need-based scholarship programs to improve retention, progression, and graduation.**

Strategy II.5.3: **Implement or enhance initiatives geared towards improving retention, progression, and graduation rates.**

Performance Indicators:

Output: Number of completers at the graduate degree level

Outcome: Number and percentage change from baseline

Source: Board of Regents Statewide Completers/IPEDS Completers Report

Goal II: To Increase Opportunities for Student Success

Objective II.6: Increase the total number of Undergraduate (adult, 25 + yrs.) completers in a given academic year from the baseline year number of 241 in 2023-24 to 277 (20% increase) in AY 2028-29.

Strategy II.6.1: **Recruit better academically prepared students.**

Strategy II.6.2: **Develop need-based scholarship programs to improve retention, progression, and graduation.**

Strategy II.6.3: **Implement or enhance initiatives geared towards improving retention, progression, and graduation rates.**

Performance Indicators:

Output: Number of unduplicated completers at the baccalaureate degree level

Outcome: Number and percentage change from baseline

Source: Board of Regents Statewide Completers' Report/IPEDS Completers Report

Goal II: To Increase Opportunities for Student Success

Objective II.7: Increase the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers in a given academic year from the baseline year number of 350 in 2023-24 to 420 (20% increase) in AY 2028-2029.

> **Strategy II.7.1:** **Recruit better academically prepared students.**
>
> **Strategy II.7.2:** **Develop need-based scholarship programs to improve retention, progression, and graduation.**
>
> **Strategy II.7.3:** **Implement or enhance initiatives geared towards improving retention, progression, and graduation rates.**
>
> **Performance Indicators:**
>
> > Output: Number of unduplicated completers at the baccalaureate degree level
> >
> > Outcome: Number and percentage change from baseline
> >
> > Source: Board of Regents Statewide Completers' Report/IPEDS Completers Report

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 12,000 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. 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.

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 will benefit.

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**

Activity: **Goal I: To Increase Opportunities for Student Access**

Objective I.1:   **Increase the fall headcount enrollment by 18% from the baseline level of 12,059 in fall 2024 to 14,250 by fall 2029.**

LaPAS PI Code: **14509**

Indicator 1:   **Number of students enrolled (throughout the fall quarter) in public postsecondary education**

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

2.   **What is the rationale, relevance, and reliability for the indicator?**
       The rationale is the recognition of the importance of Louisiana having an educated citizenry. The indicator is relevant and is considered reliable.

3.   **What is the use? How will the indicator be used in management decision making and other agency processes?**
       The University monitors enrollment quarterly and uses it for strategic planning. Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.

4.   **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].

5. **What is the source, collection, and reporting of the indicator?**
   Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). 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 during the LaPAS 4th quarter.

6. **How is the indicator calculated? Is this a standard calculation?**
   The standard method for reporting headcount enrollment is 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.

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

8. **Are there any caveats? Does the indicator have limitations or weaknesses? If so, explain.**
   There are no caveats or weaknesses noted. This indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

9. **What is the accuracy, maintenance, and support? Has the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? How will the data be maintained to ensure it is verifiable in the future?**
   Data is audited by the Office of the Legislative Auditor. No findings have been reported. The Board of Regents maintains the Statewide Student Profile System which can be verified at any point.

10. **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. Contact for data collection, analysis, and quality is Ms. Stacy Lynch, Director of Institutional Research and Records Management, slynch@latech.edu, (318) 257-2372.

Program: **Louisiana Tech University**

Activity: **Goal I: To Increase Opportunities for Student Access**

Objective I.1:   **Increase the fall headcount enrollment by 18% from the baseline level of 12,059 in fall 2024 to 14,250 by fall 2029.**

LaPAS PI Code: **14508**

Indicator 2:   **Percentage change in the number from baseline of students enrolled (as of end of the term) in postsecondary education**

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

2. **What is the rationale, relevance, and reliability for the indicator?**
   The rationale is the recognition of the importance of Louisiana having an educated citizenry. The indicator is relevant and is considered reliable.

3. **What is the use? How will the indicator be used in management decision making and other agency processes?**
   The University monitors enrollment quarterly and uses it for strategic planning. Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.

4. **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].

5. **What is the source, collection, and reporting of the indicator?**
   Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). For this indicator, fall data (the national standard) will be used. The indicator will be reported during the LaPAS 4th quarter.

6. **How is the indicator calculated? Is this a standard calculation?**
   The standard method for reporting headcount enrollment is 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.

7. **What is the scope of the indicator? Is the indicator an aggregate or disaggregate figure?**
   This indicator is the percent change compared to baseline of all enrolled students at Louisiana Tech University and is an aggregate figure.

8. **Are there any caveats? Does the indicator have limitations or weaknesses?**
   There are no caveats or weaknesses noted. This indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

9. **What is the accuracy, maintenance, and support? Has the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? How will the data be maintained to ensure it is verifiable in the future?**
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Program: **Louisiana Tech University**

Activity: **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 8.9% percentage points from the fall 2023 cohort (to fall 2024) baseline level of 81.1% to 90% by fall 2029 (retention of fall 2028 cohort).**

LaPAS PI Code: **24729**

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, relevance, and reliability 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. The indicator is relevant and is considered reliable.

3. **What is the use? 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.

4. **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 quarter of a particular academic year. They are tracked over time, to the next fall quarter.

5. **What is the source, collection, and reporting of the indicator?**
    Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). For this indicator, fall data (the national standard) will be used. The indicator will be reported during the LaPAS 4th quarter.

6. **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 quarter to the records of the following (second) fall quarter. This is the national standard for the calculation of an institutional retention rate.

7. **What is the scope of the indicator? Is the indicator an aggregate or disaggregate figure?**
This indicator is the aggregate percentage of all students in a full-time, first-time freshmen cohort who remain enrolled in the second fall quarter.

8. **Are there any caveats? Does the indicator have limitations or weaknesses?**
No weaknesses or caveats noted.

9. **What is the accuracy, maintenance, and support? Has the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? How will the data be maintained to ensure it is verifiable in the future?**
Data is audited by the Office of the Legislative Auditor. No findings have been reported. The Board of Regents maintains the Statewide Student Profile System which can be verified at any point.

10. **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. Contact for data collection, analysis, and quality is Ms. Stacy Lynch, Director of Institutional Research and Records Management, slynch@latech.edu, (318) 257-2372.

Program: **Louisiana Tech University**

Activity: **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 8.9% percentage points from the fall 2023 cohort (to fall 2024) baseline level of 81.1% to 90% by fall 2029 (retention of fall 2028 cohort).**

LaPAS PI Code: **24730**

Indicator 2:   **Percentage point change from baseline 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**

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

2. **What is the rationale, relevance, and reliability 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. The indicator is relevant and is considered reliable.

3. **What is the use? 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.

4. **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 quarter of a particular academic year. They are tracked over time, to the next fall quarter.

5. **What is the source, collection, and reporting of the indicator?**
   Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). For this indicator, fall data (the national standard) will be used. The indicator will be reported during the LaPAS 4th quarter.

6. **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 quarter to the records of the following (second) fall quarter. This is the national standard for the calculation of an institutional retention rate.

7. **What is the scope of the indicator? Is the indicator an aggregate or disaggregate figure?**
   This indicator is the aggregate percentage of all students in a full-time, first-time freshmen cohort who remain enrolled in the second fall quarter. That figure is subtracted from the baseline to get a percentage change.

8. **Are there any caveats? Does the indicator have limitations or weaknesses? If so, explain.**
   No weaknesses or caveats noted.

9. **What is the accuracy, maintenance, and support? Has the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? How will the data be maintained to ensure it is verifiable in the future?**
   Data is audited by the Office of the Legislative Auditor. No findings have been reported. The Board of Regents maintains the Statewide Student Profile System and can be verified at any point.

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Program: **Louisiana Tech University**

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 four-year institution of initial enrollment by 8.5% percentage points from the fall 2022 cohort (to fall 2024) baseline level of 73.5% to 82% by fall 2029 (retention of fall 2027 cohort).**

LaPAS PI Code: **24731**

Indicator 1:   **Percentage of first-time, full-time, degree-seeking freshmen retained to the third fall at the same institution of initial enrollment**

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

2.   **What is the rationale, relevance, and reliability 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. The indicator is relevant and is considered reliable.

3.   **What is the use? 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.

4.   **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 quarter of a particular academic year. They are tracked over time, to the third fall quarter.

5.   **What is the source, collection, and reporting of the indicator?**
Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). For this indicator, fall data (the national standard) will be used. The indicator will be reported during the LaPAS 4th quarter.

6. **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 quarter to the records of the two successive fall quarters. This is the national standard for the calculation of an institutional retention rate.

7. **What is the scope of the indicator? Is the indicator an aggregate or disaggregate figure?**
    This indicator is the aggregate percentage of all students in a full-time, first-time freshmen cohort who remain enrolled in the third fall quarter.

8. **Are there any caveats? Does the indicator have limitations or weaknesses?**
    No weaknesses or caveats noted.

9. **What is the accuracy, maintenance, and support? Has the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? How will the data be maintained to ensure it is verifiable in the future?**
    Data is audited by the Office of the Legislative Auditor. No findings have been reported. The Board of Regents maintains the Statewide Student Profile System and can be verified at any point.

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    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. Contact for data collection, analysis, and quality is Ms. Stacy Lynch, Director of Institutional Research and Records Management, slynch@latech.edu, (318) 257-2372.

Program: **Louisiana Tech University**

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 four-year institution of initial enrollment by 8.5% percentage points from the fall 2022 cohort (to fall 2024) baseline level of 73.5% to 82% by fall 2029 (retention of fall 2027 cohort).**

LaPAS PI Code: **24732**

Indicator 2:   **Percentage point change from baseline 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**

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

2.   **What is the rationale, relevance, and reliability 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. The indicator is relevant and is considered reliable.

3.   **What is the use? 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.

4.   **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 quarter of a particular academic year. They are tracked over time, to the third fall quarter.

5.   **What is the source, collection, and reporting of the indicator?**
Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). For this indicator, fall data (the national standard) will be used. The indicator will be reported during the LaPAS 4th quarter.

6.   **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 quarter to the records of the two successive fall quarters. This is the national standard for the calculation of an institutional graduation rate. The percentage rate of freshmen retained to the third fall will be subtracted from baseline to get the percentage point change.

7.   **What is the scope of the indicator? 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 quarter.

8.   **Are there any caveats? Does the indicator have limitations or weaknesses?**
No weaknesses or caveats noted.

9.   **What is the accuracy, maintenance, and support? Has the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? How will the data be maintained to ensure it is verifiable in the future?**
Data is audited by the Office of the Legislative Auditor. No findings have been reported. The Board of Regents maintains the Statewide Student Profile System and can be verified at any point.

10.   **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. Contact for data collection, analysis, and quality is Ms. Stacy Lynch, Director of Institutional Research and Records Management, slynch@latech.edu, (318) 257-2372.

Program: Louisiana Tech University

Goal II: To Increase Opportunities for Student Success

Objective II.3: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate fall 2017 cohort for all institutions of 57.6% to 65% by AY <mark>2028-29</mark> (fall 2022 cohort).

LaPAS PI Code: 24733

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

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

2. **What is the rationale, relevance, and reliability 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. The indicator is relevant and is considered reliable.

3. **What is the use? 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.

4. **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 quarter of a particular academic year. They are tracked over six years for baccalaureate degree students and three years for associate degree students.

5. **What is the source, collection, and reporting of the indicator?**
    The data will be obtained from the Board of Regents Statewide Completers' Report/Graduation Rate. The data are gathered each enrollment term: fall, winter, spring, and summer for LA Tech. The indicator will be reported during the LaPAS 4th quarter.

6. **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. Percent change from baseline will be reported.

7. **What is the scope of the indicator? 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 enter an institution in the fall quarter of a particular academic year. They are tracked over six years for baccalaureate degree students and three years for associate degree students.

8. **Are there any caveats? Does the indicator have limitations or weaknesses? If so, explain.**
    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.

9. **What is the accuracy, maintenance, and support? Has the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? How will the data be maintained to ensure it is verifiable in the future?**
    Data is audited by the Office of the Legislative Auditor. No findings have been reported.

10. **Who is responsible for data collection, analysis, and quality?**
    Each university submits the 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 Completers' file and calculates the Graduation Rates. Contact for data collection, analysis, and quality is Ms. Stacy Lynch, Director of Institutional Research and Records Management, slynch@latech.edu, (318) 257-2372.

Program: **Louisiana Tech University**

Goal II: **To Increase Opportunities for Student Success**

Objective II.3:   **Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate fall 2017 cohort for all institutions of 57.6% to 65% by AY 2028-29 (fall 2022 cohort).**

LaPAS PI Code: **24734**

Indicator 2:   **Number of students enrolled at a Four-Year University identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion**

1.   **What is the type and level of indicator?**
Output, Supporting

2.   **What is the rationale, relevance, and reliability 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. The indicator is relevant and is considered reliable.

3.   **What is the use? 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.

4.   **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 quarter of a particular academic year. They are tracked over six years for baccalaureate degree students and three years for associate degree students.

5. **What is the source, collection, and reporting of the indicator?**
The data will be obtained from the Board of Regents Statewide Completers' Report/Graduation Rate. The data are gathered each enrollment term: fall, winter, spring, and summer for LA Tech. The indicator will be reported during the LaPAS 4th quarter.

6. **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. The whole number difference from baseline will be reported.

7. **What is the scope of the indicator? 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 enter an institution in the fall quarter of a particular academic year. They are tracked over six years for baccalaureate degree students and three years for associate degree students.

8. **Are there any caveats? Does the indicator have limitations or weaknesses? If so, explain.**
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.

9. **What is the accuracy, maintenance, and support? Has the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? How will the data be maintained to ensure it is verifiable in the future?**
Data is audited by the Office of the Legislative Auditor. No findings have been reported.

10. **Who is responsible for data collection, analysis, and quality?**
Each university submits the 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 Completers' file and calculates the Graduation Rates. Contact for data collection, analysis, and quality is Ms. Stacy Lynch, Director of Institutional Research and Records Management, slynch@latech.edu, (318) 257-2372.

Program: **Louisiana Tech University**

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 year number of 1508 in 2023-24 to 1810 (20% increase) in AY 2028-29. Students may be counted only once per award level.**

LaPAS PI Code: **26204**

Indicator 1:   **Total number of completers earning Baccalaureate Degrees**

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

2.   **What is the rationale, relevance, and reliability 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. The indicator is relevant and is considered reliable.

3.   **What is the use? 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.

4.   **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.

5.   **What is the source, collection, and reporting of the indicator?**
The data will be obtained from the Board of Regents Statewide Completers' Report/Graduation Rate. The data are gathered each enrollment term: fall, winter, spring, and summer for LA Tech. The indicator will be reported during the LaPAS 4th quarter.

6. **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. This is the state standard for the counting of bachelor's degree completers.

7. **What is the scope of the indicator? 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. **Are there any caveats? Does the indicator have limitations or weaknesses? If so, explain.**
   There are no limitations or weaknesses.

9. **What is the accuracy, maintenance, and support? Has the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? How will the data be maintained to ensure it is verifiable in the future?**
   Data is audited by the Office of the Legislative Auditor. No findings have been reported.

10. **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 Completers' file. Contact for data collection, analysis, and quality is Ms. Stacy Lynch, Director of Institutional Research and Records Management, slynch@latech.edu, (318) 257-2372.

Program: **Louisiana Tech University**

Goal II: **To Increase Opportunities for Student Success**

Objective II.5: **Increase the total number of Graduate Degree completers in a given academic year from the baseline year number of 654 in 2023-24 to 785 (20% increase) in AY 2028-29. Students may be counted only once per award level.**

LaPAS PI Code: **26205**

Indicator 1: **Total number completers earning Graduate Degrees**

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

2. **What is the rationale, relevance, and reliability 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. The indicator is relevant and is considered reliable.

3. **What is the use? 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.

4. **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.

5. **What is the source, collection, and reporting of the indicator?**
The data will be obtained from the Board of Regents Statewide Completers' Report/Graduation Rate. The data are gathered each enrollment term: fall, winter, spring, and summer for LA Tech. The indicator will be reported during the LaPAS 4th quarter.

6. **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.

7. **What is the scope of the indicator? 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. **Are there any caveats? Dose the indicator have limitations or weaknesses? If so, explain.**
    There are no limitations or weaknesses noted.

9. **What is the accuracy, maintenance, and support? Has the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? How will the data be maintained to ensure it is verifiable in the future?**
    Data is audited by the Office of the Legislative Auditor. No findings have been reported.

10. **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 Completers' file. Contact for data collection, analysis, and quality is Ms. Stacy Lynch, Director of Institutional Research and Records Management, slynch@latech.edu, (318) 257-2372.

Program: **Louisiana Tech University**

Goal II: **To Increase Opportunities for Student Success**

Objective II.6:   **Increase the unduplicated number of Undergraduate (adult, 25 + yrs.) completers in a given academic year from the baseline year number of 241 in 2023-24 to 277 (20% increase) in AY 2028-29.**

LaPAS PI Code: **To Be Assigned**

Indicator 1:   **Total number of completers earning Baccalaureate Degrees for adults 25 + years of age**

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

2. **What is the rationale, relevance, and reliability 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. The indicator is relevant and is considered reliable.

3. **What is the use? 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.

4. **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.

5. **What is the source, collection, and reporting of the indicator?**
   The data will be obtained from the Board of Regents Statewide Completers' Report/Graduation Rate. The data are gathered each enrollment term: fall, winter, spring, and summer for LA Tech. The indicator will be reported during the LaPAS 4th quarter.

6. **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. This is the state standard for the counting of bachelor's degree completers.

7. **What is the scope of the indicator? 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. **Are there any caveats? Does the indicator have limitations or weaknesses? If so, explain.**
There are no limitations or weaknesses.

9. **What is the accuracy, maintenance, and support? Has the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? How will the data be maintained to ensure it is verifiable in the future?**
Data is audited by the Office of the Legislative Auditor. No findings have been reported.

10. **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 Completers' file. Contact for data collection, analysis, and quality is Ms. Stacy Lynch, Director of Institutional Research and Records Management, slynch@latech.edu, (318) 257-2372.

Program: **Louisiana Tech University**

Goal II: **To Increase Opportunities for Student Success**

Objective II.7:   **Increase the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers in a given academic year from the baseline year number of 350 in 2023-24 to 420 (20% increase) in AY 2028-2029.**

LaPAS PI Code: **To Be Assigned**

Indicator 1:   **Total number of completers earning Baccalaureate Degrees of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported)**

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

2. **What is the rationale, relevance, and reliability 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. The indicator is relevant and is considered reliable.

3. **What is the use? 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.

4. **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.

5. **What is the source, collection, and reporting of the indicator?**
   The data will be obtained from the Board of Regents Statewide Completers' Report/Graduation Rate. The data are gathered each enrollment term: fall, winter, spring, and summer for LA Tech. The indicator will be reported during the LaPAS 4th quarter.

6. **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. This is the state standard for the counting of bachelor's degree completers.

7. **What is the scope of the indicator? 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. **Are there any caveats? Does the indicator have limitations or weaknesses? If so, explain.**
    There are no limitations or weaknesses.

9. **What is the accuracy, maintenance, and support? Has the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? How will the data be maintained to ensure it is verifiable in the future?**
    Data is audited by the Office of the Legislative Auditor. No findings have been reported.

10. **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 Completers' file. Contact for data collection, analysis, and quality is Ms. Stacy Lynch, Director of Institutional Research and Records Management, slynch@latech.edu, (318) 257-2372.

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