Louisiana Tech University
University of Louisiana System

GRAD Act Annual Report
FY 2012-2013 (Year 3)

Submitted to the
Board of Supervisors, University of Louisiana System
April 1, 2013

and to the
Louisiana Board of Regents,
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1. STUDENT SUCCESS

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

Louisiana Tech did not meet its target for baccalaureate completers for this reporting period. When Louisiana Tech's initial targets were set in September of 2010, the completer rates were the most difficult to estimate, primarily because the University had no automated degree audit in place to predict completers accurately in future years. The University is in the process of implementing an automated degree audit system, AGILEGrad, a Hobsons product that provides enhanced statistical capabilities for future cohorts.

As previously reported, the University relied heavily on projections from the college departments and deans when the initial targets were established. And, from early discussions with Dr. Layzell and Board of Regents staff members, we felt that the University was expected to set targets that would show an increase over the baseline year. Though our recruiting efforts have been effective, further analysis has revealed that incoming freshman and transfer numbers should have been weighted more in the determination of initial targets. These numbers have proven to be the hard data that drive the completer numbers. Tech's historical data over a six-year period reveal that the number of baccalaureate graduates from a given cohort year are between 50-55% of the number of new incoming students from each entry year. This trend is documented in the **Baccalaureate Completers Table** and shows that with declining numbers of new students entering the pipeline, fewer degrees will be awarded.

Details of why there were fewer students entering Louisiana Tech's pipeline were included in last year's report and therefore will not be repeated in this report. However, there have been several positive trends during 2012-13 that are noteworthy. For the third year in a row, Tech has improved the number of baccalaureate completers as a percentage of new incoming freshman and transfer students from 49.34% for students entering in 2003-04 and graduating by 2008-09 to 55.71% for students entering in 2006-07 and graduating by 2011-12. The average ACT score for entering freshmen increased 1.4 percentage points from 22.7 in 2006-07 to 24.1 in 2012-13. Retention rates increased 3.4 percentage points from 72.7% for students entering in 2005-06 to 76.1% for students entering in 2011-12. These trends should lead to higher six-year graduation rates for the later cohort years.

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

The primary focus areas for Louisiana Tech's new student success initiatives during 2012-13 were the continued implementation of AgileGrad and Retain. A core implementation team for AgileGrad meets every Monday afternoon in a computer lab on campus to continue work on adding new majors to the degree planning and audit system. It is expected to take another full year before this system is fully implemented.

As explained below under the tracking and monitoring systems bullet, Louisiana Tech went live with Hobsons' Retain system in January 2013. The University is in the process of building communication plans and discussing new initiatives that Retain could help us manage. For example, Retain has the capability of setting up watched attributes. Watched attributes are variables related to student behavior and/or performance that will alert retention staff and advisors that action needs to be taken. One planned watched attribute is to alert advisors if first-year students drop below a predetermined GPA. Through Retain, advisors will contact students via tracked communication to implement intervention plans. Other plans for watched attributes include financial aid eligibility alerts, and pre-registration (or not) for upcoming enrollment terms. An advantage of tracking communications within Retain are the analytics that alert advisors if a student has or has not opened an email communication.

One exciting new program is a partnership between Enrollment Management/Admissions and Student Affairs. Through this program, we will extend the contract for Orientation Student Leaders (OSLs) through the Fall Quarter of each academic year. During this time, the OSLs will continue

to reach out to the new freshmen who were assigned to them during the previous Summer's Orientation sessions. Beginning in Winter Quarter, these OSLs will transition to Student Affairs where they will become Student Leader Liaisons. The primary purpose of this program is to strengthen new students' connections to the University and to help maximize their engagement in the classroom as well as in the greater campus community. It is expected that this program will have a positive impact on first-time freshmen retention and on student satisfaction at the University.

The OSL positions are among the most coveted and competitive student leadership opportunities on Tech's campus. This year, a record 150 students competed for 16 OSL positions. Most of the students who try out will tell you it is because of their experiences with their OSLs when they were new freshmen. New OSLs are appointed each January, and all throughout the remainder of the Winter and Spring they assist with various recruiting activities and prepare for the upcoming Summer Orientation sessions. The OSLs enroll in a Spring quarter class where they learn about Louisiana Tech's history, traditions, and student support services. After all of the training and experience that these OSLs receive, it is a natural progression that they continue to mentor the new students that they have already bonded with throughout the new students' entire first year on Tech's campus. This program required a financial commitment from both Enrollment Management/Admissions and Student Affairs to employ the OSLs over a longer period of time.

Louisiana Tech has focused its vision on growth and advancing the institution, both through strong academics and athletics programs. Guided by its strategic plan, *Tech 2020*, Louisiana Tech continues to enhance all areas of the campus' physical infrastructure including housing, student leisure and recreation, health and wellness, research and development, and intercollegiate athletics. Evidence of this vision can be found at the University's Lambright Intramural Center which recently completed a $12 million expansion project that was funded through student self-assessed fees. Adjacent to the University's new apartment-style student housing, the Lambright is the perfect place to hang out, socialize, and work on physical fitness. The facility features indoor and outdoor Olympic-sized swimming pools, group exercise classes, fitness assessments, weight training, cardio training, and personal training packages. In addition to the swimming pool, other indoor facilities include basketball courts, racquetball courts, billiards tables, indoor paintball arena, spin and aerobics studios, a rock climbing wall, and a dining venue. There is also a bowling alley with six state-of-the-art lanes and automated scoring. Faculty and staff, their families, and the community can become members of the Lambright which facilitates strong connections and interaction with students outside of the classroom.

The new 42,000-square foot College of Business building opened this Fall, and it will assist the College in meeting the challenges of business education in the 21st century. The building is technology rich, and all of the classrooms are smart classrooms. In addition to classrooms of many sizes, there are computer labs, teaching labs with computers at every desk, two auditoriums, meeting rooms, study areas, research centers, and student support and career resources. The cutting edge technology of the building starts in the lobby with video boards that stream in business news and news of happenings on campus. There is also a ticker tape that provides the latest stock market information and a working digital forensics lab to support Tech's program in information assurance (cyber security). The $12.5 million state-of-the-art structure was the second building to open on the University's Enterprise Campus, a research park that will ultimately span 50 acres. The Enterprise Campus location is already facilitating quality student employment, networking, and research opportunities with the start-up companies and research entities that are also located on the Enterprise Campus.

The Louisiana Tech student chapter of the National Society of Black Engineers (NSBE) continues to build upon the success of its well-established program. NSBE offers tutoring and study sessions (Study Jams) in calculus, statics, circuits, dynamics, organic chemistry, freshman engineering courses, and physics to freshman, sophomore, and junior STEM majors. NSBE's retention program focuses on helping students attain a "B" or higher in STEM-related classes and on developing good study habits and note-taking skills. According to NSBE's 2012-13 report, students who regularly participated in NSBE Study Jams were 85% more likely to receive a "B" or higher on assignments and 65% more likely to receive an "A" or better on assignments. NSBE hosted several development workshops and presentations this past year. NSBE partnered with the Career Center to offer an

Effective Résumé Seminar, a Successful Interview Workshop, and a Making Career Day Work presentation. Additionally, NSBE held a series of Insight to Engineering events with presentations given by Dr. Erica Murray, Dr. Katie Evans, and representatives from Exxon Mobil. NSBE invited Dr. Carl Bernard Mack, Executive Director of NSBE, to the University in December, and he spoke on the importance of establishing a successful retention program and the impact of a successful retention program on graduation rates of African-American STEM majors. NSBE was honored with the Best Retention Program award at last year's national conference.

The Office for Women in Science and Engineering (OWISE) has continued several programs and initiatives to recruit and retain women students in engineering and science. The student Society of Women Engineers Section (SWE) sponsors Study Sessions (before the freshman engineering exams) and focused workshops for freshman engineering students and upper-level students each quarter to prepare them better for exams and success on course assignments. They sponsor Movie and Game Nights each quarter to provide students with opportunities to meet other students, network with upper-level students, and develop a stronger sense of belonging and community. They offer multiple service opportunities (recycling days, K-12 outreach activities) to engage students, as well as special speakers for their monthly meetings to provide mentoring, professional development, and positive role modeling for students. They attend the annual National and Regional SWE Conferences, which provide additional community-building, networking, mentoring, professional development opportunities, and opportunities to obtain Summer internships and jobs upon graduation. The SWE Section has won three national awards in the last two years for their programs. Assessment of activities, workshops, and seminars resulted in an overall *very worthwhile* rating – the highest rating possible, by student and faculty participants.

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

Louisiana Tech continues to segment and track graduation rates over time to analyze the differences between students who graduate and those who do not. Graduation rate data are currently segmented by gender, race, and ACT score. Tech's African American Male Initiative, implemented as a result of these graduation rate studies, contributed to a 5.5% increase in the graduation rate of African American males from 30% five years ago to 35.5% for the most recent cohort.

Fall-to-Fall retention rates for entering cohorts of first-time-in-college, full-time students are also segmented and tracked until they graduate from Tech or until they leave the University. An example of using these data to guide retention efforts is the University's continued focus on undeclared majors. One program continues to infuse career development into University Seminar (freshmen success) courses. Undeclared majors are placed in special sections of University Seminar that include career development and exploration workshops. In addition, this is the second full year for undeclared majors to be advised in the Bulldog Achievement Resource Center (BARC) instead of in Admissions where Basic and Career Studies formerly resided. Retention rates for undeclared major cohorts have increased from a low of 70.2% in Fall 2008 to 76.4% in Fall 2012. Improvements in retention and graduation rates are one validation that Tech's student success initiatives are working.

As previously mentioned and with additional information reported below, both AgileGrad and Retain, when fully operational, will greatly enhance the University's ability to evaluate student performance effectively as well as the effectiveness of various retention and success initiatives through the utilization of these data-driven tools.

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

The University is now beginning to use the Hobsons Retain CRM communication and database system. The attribute listing for the system was built during the Summer of 2012, and the Computing Center worked with Hobsons during the Fall 2012 to pull information from the Tech mainframe student information system (SIS) to populate five files in Retain – student demographics, instructor demographics, advisor demographics, course information, and student/advisor relationship. A representative from Hobsons was on-site at Tech in mid-January 2013 for two days of user training, and 16 administrators, faculty, and staff were introduced to the capabilities of the software and were allowed to develop basic queries, alerts, and communications using the software. Plans are being formulated with NCAA Athletics, the Registrar's Office, and the Bulldog Achievement Resource Center (BARC) to design and implement appropriate alerts and communication plans that can positively affect students, faculty, and staff.

Funding was obtained from Tech's Student Technology Fee Board and from self-generated first-year seminar funds, and the Memorandum of Agreement is currently being finalized to contract with Noel-Levitz for a three-year implementation of their Student Retention Predictor model. This software will be used to develop a multivariate regression model which can calculate a retention number to be used in helping predict the likelihood that a student will persist (high number) or leave (low number) during the first year of enrollment at Tech. As is typical in regression analysis, the prediction model will be developed using recent historical data – in this case the previous three first-year Fall-to-Fall demographic (independent variables) and retention (dependent variable) information. The model will be applied to first-year students in subsequent Fall quarters, and interventions will be developed for students who are indentified as at-risk for leaving Tech but who have a reasonable likelihood of being retained. A new model will developed each year from the latest three first-year Fall-to-Fall demographic and retention information so that the model can account for changes in the student population over time and remain a robust retention predictor.

An advantage of using the Noel-Levitz retention prediction software is that Hobsons and Noel-Levitz have established a cooperative agreement that allows plug-in input of the Noel-Levitz retention number into Retain. This agreement allows the retention number to be used as a searchable student attribute when identifying students who are most at-risk and who could benefit the most from an intervention that could increase their chances of being retained. Additionally, first-year students enrolled in UNIV 100 or UNIV 101, the two first-year seminar courses in which well over 90% of first-year students are enrolled each Fall quarter, take the Noel-Levitz College Student Inventory (CSI). Fourteen Motivation Scale percentiles are generated to indicate a student's Academic Motivation, Social Motivation, General Coping, and Receptivity to Support Services characteristics. These data will be used to help develop the retention prediction model, and the scale scores will be loaded into Retain to be used for identifying potential at-risk students and to help prescribe appropriate interventions.

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

For the second consecutive year, the Office of Professional Education Outreach (OPEO) utilized funding from LA GEAR UP to provide professional development training for ACT's Quality Core end-of-course assessment system to all 33 high schools in the 12 districts served by that program. Louisiana Tech (through OPEO) has been authorized by ACT to deliver the necessary professional development required for successful implementation and will propose a continuation of the project in the Summer of 2013. The Office of Professional Education Outreach (OPEO) was established by the University in 2009. The mission of OPEO is to work with schools and districts to identify specific needs that can be addressed through University-led professional development. Almost 5,000 K-12 educators have participated in professional development offered through OPEO since it began operations. One of the most successful offerings was developed in collaboration with American College Testing (ACT): Using ACT's College and Career Readiness System to Improve School Performance. To date, nearly 1,000 educators have completed this program. In

addition, a pilot project in 2011 was offered to four school districts to evaluate the effectiveness of the ACT Quality Core end-of-course assessment system. The project required the development of units of instruction aligned to the ACT course standards which are 100% aligned to the Common Core State Standards which have been adopted in Louisiana. This program led to approval by the state GEAR UP program to allocate funds to provide Quality Core to all 33 high schools in the 12 districts served by that program. Louisiana Tech (through OPEO) has just completed the second year of this training.

The Science and Technology Education Center (SciTEC), housed within the College of Education, continues to support the professional development of K-12 teachers with the goal of ensuring that all students are college and career ready when they graduate from high school. In 2011, 225 teachers participated in one of seven professional development projects offered through SciTEC funded by over $1 million in external funding. In 2012, over 200 teachers participated in one of five professional development projects also totaling over $1 million in external funding. These projects addressed mathematics, science, literacy, and comprehensive school reform as determined by needs identified through an analysis of school and district data.

The College of Engineering and Science continues to develop and expand partnerships with key feeder high schools. Many of these partnerships were initially established through our TechSTEP program that provided a series of Teacher Workshops that build collaborative teams of University faculty and high school teachers. This program has evolved into partnerships with the Cyber Innovation Center (CIC) in Bossier City. Through this partnership, we are offering a variety of outreach programs that are continuing to build these relationships with feeder high schools. The College hosts week-long immersions camps called Cyber Discovery. These camps provide teams of students and teachers from high schools with an engaging experience that examines all issues of cyberspace such as the need and use of security, ethical and social issues, history of cyberspace, and hands-on engineering and computer science applications of technology. Teachers from each school attend professional development workshops before leading their teams in week-long challenges. In addition to Cyber Discovery camps, we are also working with high schools in delivering a STEM Physics curriculum developed by our faculty. This curriculum provides schools a rigorous program that showcases a systems-level understanding of mathematics, science, and engineering through a project-based approach using a microcontroller platform. This year, our partnership with the CIC in delivering these programs has directly impacted 45 high schools, 83 teachers, and over 1,100 high schools students.

Dr. Lynne Nielsen has been actively involved in the National Core Leadership Committee for Mathematics as well as in math-related meetings through the Partnership for Assessment of Readiness for College and Careers (PARCC) and conference calls addressing the Common Core State Standards (CCSS). Dr Nielsen has also worked with a group of math educators in Princeton, NJ, which aligned the middle school Praxis examination in mathematics to the CCSS. She has used her insights to help align mathematics methods courses and practica experiences to the CCSS.

Louisiana Tech has continued producing **high school feedback** reports for feeder high schools once each year based on Fall enrollment. The reports include information about the number of students from each high school who enrolled at Tech following their graduation from high school. Also included in the reports are data about average high school GPA, average ACT scores, rank in class, and the percentage completing the high school core curriculum required for University admission. Additional data are provided about student performance once they enroll at the University, including the percent who participated in dual enrollment with Tech and the number achieving sophomore class standing by of the end of their first quarter of enrollment. Information about scholarships and financial aid awards are also included in the reports.

Dual enrollment continues to be a primary focus area for the University. Annual enrollment has grown 125% from 1,143 in 2008-09 to 2,578 in 2011-12. In addition to the high school feedback reports, we continue to conduct annual meetings with counselors, principals, and teachers from our partner high schools, and we provide feedback about dual enrollment student performance, in aggregate, when they enroll as first-time freshmen at Tech. Each Summer, Louisiana Tech Dual Enrollment Faculty Course Coordinators meet with high school teachers in their teaching disciplines to review student performance from the prior year and course expectations for the upcoming year.

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

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

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

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

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

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**Fall 2002 cohort through Fall 2008**	**Fall 2003 cohort through Fall 2009**	**Fall 2004 cohort through Fall 2010**	**Fall 2005 cohort through Fall 2011**	**Fall 2006 cohort through Fall 2012**	**Fall 2007 cohort through Fall 2013**	**Fall 2008 cohort through Fall 2014**
# in Fall Cohort	**1969**	**1962**	**1646**	**1656**			
# Graduated within 150% of time at any state public institution	**1045**	**1043**	**892**	**908**			
Rate	**53.1%**	**53.2%**	**54.2%**	**54.8%**			
Target		**55.1% (53.1% - 57.1%)**	**55.2% (53.2% – 57.2%)**	**55.4% (53.4% - 57.4%)**	**55.6% (53.6% - 57.6%)**	**55.8% (53.8% - 57.8%)**	**56.0% (54.0% - 58.0%)**
Actual Fall 00 cohort							
Actual Fall 01 cohort							
Actual Fall 02 cohort							
Avg of Prior Three Years							
Actual Fall 03 cohort							
Actual Fall 04 cohort							
Avg of Most Recent Two Yrs							
Target Met?		**YES**	**YES**	**YES**			

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

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

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

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
Total, Undergraduate Completers	**1325**	**1286**	**1257**	**1227**			
% Change		**-2.9%**	**-5.1%**	**-7.4%**			
Target		**-2.9%**	**-2.2% (1296)**	**-1.3% (1308)**	**0% (1326)**	**1.2% (1341)**	**3.2% (1367)**
Actual AY 07-08				**1381**			
Actual AY 08-09				**1325**			
Actual AY 09-10				**1286**			
Avg of Most Recent Three Yrs			**1358**	**1330**			
Actual AY 10-11				**1257**			
Actual AY 11-12				**1227**			
Avg of Most Recent Two Yrs			**1272**	**1242**			
Target Met?		**YES**	**NO**	**NO**			

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

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

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

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

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

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

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

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

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

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

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

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

DISCIPLINE	EXAM THAT MUST BE PASSED UPON GRADUATION TO OBTAIN EMPLOYMENT	ENTITY THAT GRANTS REQUIRED LICENSURE/CERTIFICATION (source for reporting)	2009-10 BASELINE YEAR Passage Rate*	# Students who took exam	# Students who met standards for passage	Calculated Passage Rate for 2011-12
Clinical Laboratory Sciences/Medical Laboratory Technology	American Society for Clinical Pathology Board of Certification (ASCP BOC)	Louisiana State Board of Medical Examiners (LSBME)	100%	14	13	93%
Dietitian	Commission on Registration (CDR) National Registered Dietitian Exam	Commission on Dietetic Registration of the Academy of Nutrition and Dietetics (formerly ADA)	100%	19	16	84%
Health Information Technology	AHIMA Registered Health Information Technology(RHIT) Exam	AHIMA: American Health Information Management Association	100%	13	11	85%
Nursing (RN)	NCLEX-RN	Louisiana State Board of Nursing	84%	54	52	98%

** Baseline Year Passage Rate = data reported under Calculated Passage Rate in 2011 GRAD Act report. Current reporting year is 2012-13.*

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

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

2. ARTICULATION AND TRANSFER

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

Several new transfer initiatives were implemented during 2012-13. These initiatives were prompted by an increased emphasis on transfer student enrollment and success in Louisiana. Further, with rising first-time freshmen admission standards, the fairly new Louisiana Transfer Degrees, and a larger community college presence in the State, it is anticipated that the transfer student population at Louisiana Tech is likely to grow as a percentage of undergraduate student enrollment.

The first new initiative was the modification of Tech's Summer Transfer Orientation program for students who were admitted to Louisiana Tech University for Fall Quarter 2012. While conducting focus groups for transfer students last year, the University learned that some transfer students desired a more comprehensive and structured orientation experience. Therefore, Transfer Orientation was modified, and a carefully planned schedule was implemented. The day's events included a luncheon with University administrators, comprehensive campus tours, presentations on registration, fee payment, and financial aid, as well as academic advising sessions and course registration. The luncheons included welcoming remarks from several Student Affairs and Admissions staff members. Administrators from Academic Affairs/Enrollment Management and Student Affairs served as table hosts for each round table seating six to seven guests. This was a positive experience for students, administrators, and guests as evidenced by formal and informal feedback.

Also as a result of what was learned during the transfer student focus groups, new sections of University Seminar (student success course) were created specifically for transfer students for Fall 2012. The new sections were promoted during Transfer Orientation; however, in the end, the sections did not make. When actual registration took place throughout the Summer, transfer students elected not to enroll in University Seminar, a non-mandatory course, and opted instead to enroll only in courses that were needed for their majors.

Another effort to increase access and retention rates for transfer students included modifications to Tech's transfer student scholarship policies. A new application process was created, and scholarships will be awarded each quarter for new transfer students. The number of quarters that the scholarships are being awarded for are contingent upon the number of hours being transferred to the University. There are three levels of annual award amounts that are dependent on transfer GPA ranges. In recognition of transfer students who are members of the Phi Theta Kappa (PTK) honor society for community college students who enrolled in associate degree programs, Tech renamed a current scholarship program to be the Phi Theta Kappa Outstanding Student Scholarship. PTK members are required to maintain a 3.5 or higher GPA. New promotional materials were created to highlight Tech's scholarship program and to assist in guiding students through the transfer transition.

The policy of when transfer work is transcribed and posted to the official Louisiana Tech transcript was adjusted during 2011-12 academic year and continued for 2012-13. Prior to 2011-12, transfer work was posted during the transfer students' first quarter of attendance. Tech is now posting transfer work as soon as there is a complete file for newly admitted students. This procedural change has facilitated advising and has enabled the awarding of higher levels of financial aid at earlier points in time.

During 2012-13, there were no students who transferred to Louisiana Tech after having earned a Louisiana transfer degree. However, the 4.2% of graduates who began as transfer students with associate degrees remained higher than the baseline level of 3.1% in 2008-09.

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

Tech saw a marked decrease in the descriptive first-to-second year retention rate (item 2.b.i) of students who transferred in with an associate degree during this reporting period. A data analysis of item 2.b.i. and the students who did not return in reporting Year Three compared to the students who did not return in reporting Year Two revealed the following: 1) During reporting Year Three, 28% of the students who did not return were 100% online students compared to 0% of the non-returning students during the previous year; and 2) there were nine non-returning international students in Year Three compared to zero international students in Year Two. In addition, eight of the nine non-returning international students were from Nepal. The situation with the international students is believed to be an anomaly during this reporting period, and it is not expected that this pattern will continue in future years. Online students are more of a retention challenge than are students who attend class on Tech's campus, and the University is committed to exploring retention initiatives for online learners. It is worth noting that of the 39 students who did not return in reporting Year Three, only two students had GPAs below 2.00. The online and international students are the students who negatively impacted retention this year.

Both the AgileGrad and Retain programs that were outlined in the Student Success narrative of Section One of this report will increase Tech's ability to do data-based evaluation to determine the effectiveness of transfer student success and initiatives in the future. Please see the Student Success narrative for additional information about AgileGrad and Retain.

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

The University's ability to track and monitor transfer students was limited during this reporting period; most of the tracking of transfer students had to be done by hand because of constraints within the student information system.

Retain will greatly increase Louisiana Tech's ability to track, monitor, and report transfer student progress for future cohorts of new transfer students. Integral to this is the capability for centralized communication and tracking within Retain. Retain will track and record all email, text, and traditional communication with students. If an email or text message is sent, Retain has analytics detailing if the email was opened and if the student then took action, such as clicking on an active link within an email.

AgileGrad has the built-–in capability to assess how articulated transfer work will apply to specific degree requirements for individual students, and it will allow for centralized monitoring of progress toward graduation.

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

On February 6, 2013, Louisiana Tech University and Bossier Parish Community College (BPCC) signed a **Cross Enrollment** Memorandum of Understanding for Louisiana Tech students who are in need of a developmental math or English course. This Cross Enrollment agreement allows students to pay all tuition and fees to Tech and to transfer seamlessly the developmental course credit from BPCC to Louisiana Tech upon completion of coursework. This MOU also facilitates students' ability to maintain full-time enrollment status for the purpose of remaining eligible for TOPS scholarships and other federal, state, and private financial aid. Spring Quarter 2012-13 is the first quarter that students cross enrolled under this agreement.

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

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

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

Students who do not qualify for admission to Louisiana Tech are advised that they can follow the above degree plans, the ASLT/AALT degree plans, or others, at the community colleges and transfer back to Tech once they have obtained an associate's degree.

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

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

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

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

**Includes baccalaureate-degree seeking transfer students only.*

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

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

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

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

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

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

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 08-09**	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**
# of bacc completers	**1306**	**1261**	**1216**	**1212**			
# who began as transfers w assoc degree	**40**	**29**	**68**	**51**			
Percentage who began as transfers w assoc degree	**3.1%**	**2.3%**	**5.6%**	**4.2%**			

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

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

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

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

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

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

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

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

3. WORKFORCE AND ECONOMIC DEVELOPMENT

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

The Louisiana Board of Regents initiated an Enhanced Program Review in January 2013. The following four programs were identified in that review as low completers: BID in Interior Design, BA in Music, BS in Middle School Education, and MAT in Early Intervention (Birth-5). The Board of Supervisors for the University of Louisiana System received Tech's appeal to continue these four programs and forwarded the proposals to the Board of Regents in March 2013 for review.

The Council of Academic Deans has initiated a series of Roundtables to discuss issues related to recruitment, retention, and program review. The inaugural Roundtable in March 2013 reviewed and recommended proposals related to developing a lectureship career path, revising the inventory and number of hours required for General Education credit, and assessing the impact of limiting the number of "W" grades a student can earn in his/her academic career. The Office of Academic Affairs has implemented a comprehensive database, combining four separate data sources, to track and report SCH production by various parameters, faculty rank distribution and employment status in SCH production, and cost/revenue allocation by program, discipline, and college. Two additional databases have been developed in 2012-13 to identify trends in enrollment and graduation rates over time and to set recruitment/retention goals for each academic college and program.

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

A new PhD in Molecular Sciences and Nanotechnology was approved and implemented in Fall 2012 as an interdisciplinary doctoral program with the Colleges of Engineering & Science and Applied & Natural Sciences. A new Education track in the PhD in Engineering was implemented in 2012 to reflect the University's commitment to STEM education and to its nationally recognized NSF funding to strengthen and foster STEM and cyber instruction in the nation's elementary and high schools. Tech has developed a new Certificate of Completion in Information Technology in cooperation with the Industry Consortium for Innovations in Communications, Information, & Cyberspace to respond specifically to identified workforce training needs in software development and project management (including data analytics, and database management systems). The University has proposed to consolidate two bachelor's degrees in the College of Business (consolidate the BS Management: Management & Entrepreneurship and the BS in Management: Human Resource Management) into the BS in Management with three concentrations (Business Management, Entrepreneurship, and Human Resource Management). The proposed consolidation will allow students to meet their specific needs and interests more effectively with the increased flexibility of the degree's configuration and course offerings.

Louisiana Tech and the Fenway Group—an IT solutions company located in Dallas—instituted a new mentoring and apprenticeship program called the Fenway Xperience based at the Ruston campus. The program is a collaboration where current students or new graduates work with senior Fenway technical personnel on projects of Fenway clients. The students are paid, and the work is integrated with their educational experience in order to significantly enhance their skills set. The program began in Spring 2012 with 4 students. It has grown to 16 students as of March 2013.

Louisiana Tech has signed a Memorandum of Understanding with Bossier Parish Community College to provide undergraduate educational opportunities for students, including the provision of cross-enrollment for developmental instruction in Mathematics and English. The MOU ensures that each institution serves the needs of students by providing them with appropriate and accurate transfer and advising information. Additionally, The College of Applied & Natural Sciences has implemented a 2+2 agreement with Bossier Parish Community College designed to facilitate the transfer of BPCC students into the University's BS in Geographic Information Systems. This agreement will address the employment demand for individuals experienced in GIS. Other partnerships aligned with workforce needs are described in Section Two.

Louisiana Tech participated in the development and implementation of the University of Louisiana System BA degree in Organizational Leadership, which is designed to meet the needs of adult learners across the State of Louisiana. Louisiana Tech's Concentration Area is Project Team Leadership and is informed by a student by the Anderson Economic Group which states that an average of 1.2 million project management positions will be needed each year through at least 2016.

Using input from advisory councils, student evaluations, employers, and accrediting agencies, the academic colleges have reviewed and revised curricula from the course level to the program level (obtaining approval through the appropriate channels) to ensure that knowledge, skills, and abilities are responsive to the academic and workforce needs of students, professional/graduate programs, and employability. In the five academic colleges (Applied & Natural Sciences, Business, Education, Engineering & Science, and Liberal Arts), one doctoral degree was added, two doctoral concentrations were added, eleven curricula were revised, five concentrations were deleted, one concentration and 2 minors were added, one minor was revised, one internship was added, eighteen new special topics courses were added, twenty-five courses were revised, twelve courses were deleted, thirty-eight courses were added, and admissions criteria for three programs were revised.

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

Dr. Davy Norris, Director of the Enterprise Center and Assistant Professor of Economics, continues to serve on the Occupational Forecasting Conference of the Workforce Investment Council. Dr. Norris is able to provide the University with deeper insights and understandings of the data and projections for regional workforce needs.

Louisiana Tech's grant from the Louisiana Office of Community Development's Disaster Recovery Unit, "Advanced Certifications and Training for Technology (ACTT)," continues to be successful in offering free workforce training through numerous partnerships in business, industry, and community organizations, such as CenturyLink of Monroe, Hunt Guillot and Associates of Ruston, Mortgage Contracting Services of Ruston, the Health Hut of Ruston, Overton Brooks VA Medical Center, Youth Camps of Minden, and the Cyber Innovation Center of Bossier City. The ACTT team has also partnered with Bossier Paris and Delta Community Colleges and various Louisiana Technical Colleges in Northweast Louisiana, as well as with Workforce Investment Boards and their Rapid Response and Business Service Teams across northern Louisiana.

Tech's Division of Continuing Education and Distance Learning (CEDL) continues to develop and maintain contact with key local and State agencies, such as LWC, LED, LRA, LABI, and chambers of commerce and regional economic development entities. Activities this year include a renewed partnership with Management Seven LLC (state-wide), Central Management LLC (state-wide), Ates Construction Company of Dubach,

First National Bank of Bienville (four parishes), three companies under Green Clinic (clinic, management, and surgical hospital in four parishes), Weyerhauser Wood Products (world-wide), Hunt Guillot of Ruston, Pinnacle Entertainment of Louisiana, and the Cyber Innovation Center of Bossier City. Educational partnerships include Partners for Strategic Advantage of Shreveport, Bossier Parish Community College, Delta Community College, Cyber Academic of Shreveport, Gettechnical of Baton Rouge, and the Louisiana Bankers Association of Baton Rouge. Continuing Education has provided CEU certificates to 1,120 professions for professional hours, licensing requirements, and growth in their respective fields. Workforce Development has trained 1,296 employees in three IWTP grants during this period, resulting in 8 jobs created, 316 jobs retained, and an average wage increase of 4.94% over the three grants. WD also partnered with providers to train 229 participants, resulting in 9 jobs created, 335 jobs retained, and an average wage increase of 3.95% over four grants.

In the College of Education, the Office of Professional Education Outreach is charged with identifying and meeting the professional development needs of our school district partners. In Spring 2012, OPEO hosted a Professional Development Planning Conference in an effort to bring school and district administrators together to discuss challenges they are facing and to explore ways in which the University might be able to provide assistance in meeting those challenges. The event was attended by 56 school and district administrators representing 24 Louisiana school districts—40% of the school districts in the State. Nearly 1,300 educators from around the country enrolled in OPEO extension courses in 2012.

- **Other means of tracking students into the workforce outside of the 2011 Employment Outcomes Report.**

Each academic college collects preliminary information in an exit survey from graduating seniors, gathering information regarding employment and professional plans. These survey results are captured prior to graduation while we have access to students, and many of the students have not aggressively pursued job search activitites at that point. Applied & Natural Sciences' most recent data report that 25% of their graduates were employed, 21% were seeking employment, 3% were committed to volunteer service, 41% planned to attend professional/graduate school, and 10% planned to seek further undergraduate study. Business' most recent data report that 48% of their graduates had found employment, 53% were seeking initial or other employment, and 22% planned to continue their education. Education's most recent data indicate that 26% of their graduates had found employment and 66% were seeking employment; of those responding, 67% planned to attend graduate school, 36% intended to participate in volunteer service, and 1% planned to enter the military. Engineering & Science's most recent data reflect that 76% of their graduates found or were seeking employment, 21 % planned on attending graduate or professional school, and 3% were entering the military. Liberal Arts' most recent data report that 70% found or were seeking employment, 21% planned on attending graduate or professional school, and 7% were entering the military.

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

Each year, all units at the University assess their technology needs and aspirations and submit their proposals through established budget planning channels and through the Student Technology Fee Board (STFB) which allocates funds accrued from approved student assessments. In 2011-2012, The STFB allocated approximately $1.4 million dollars for recurring and new initiatives to enhance technology for instruction and infrastructure improvements. To date in 2012-13, the STFB has allocated approximately $1.2 million. New projects include significant enhancements to Nursing, Agricultural Science, Forestry, Business, Kinesiology, Nanoscience, the Office of Disability Services, the Center for Entrepreneurship and Information Technology, and three state-of-the-art installations of compressed video delivery systems at Tech's Barksdale Center and the Shreveport Center.

The number of distance-delivered course sections has shown modest growth since baseline 2008-09, and has stabilized in the past three years. Of the 385 course sections offered in Year 3, 95.1% were offered 100% online, a percentage that has remained constant since the baseline year. Enrollment in online courses decreased slightly in Year 3, but demonstrated an increase of 38% over the baseline year. The overall percentage of SCHs delivered by distance technology remains relatively small and stable – averaging 5.4% of the total niversity SCH production for the past two years and increasing to 7.2% in Year 3. In Year 3, the University increased its additional support of online course instruction from $144, 583 in 2010-2011 to $199,261 in 2011-2012, an increase of 37.8%. The innovations and enhancements for infrastructure, software, and web portals implemented by the Center for Instructional Technology, the University Computing Center, and the technology centers in the academic colleges continue to address and meet current needs for course delivery. The installation of two smart classrooms/compressed video hubs in the University's Shreveport Center and one in the Barksdale Center are designed to enhance anticipated needs of the University's increased commitment to serving the educational needs of Shreveport/Bossier City.

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

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

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

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

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

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

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

****Four programs are currently under review at the Board of Regents.*

*****Addition of PhD in Molecular Science and Nanotechnology; two doctoral concentrations were added (PhD in Engineering Education and EdD in Higher Education.)*

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

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

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

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

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

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

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

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

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

3. WORKFORCE AND ECONOMIC DEVELOPMENT for RESEARCH

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

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

The research data reported in this section are based upon research expenditures as reported to the National Science Foundation through its annual Higher Education Research and Development (HERD) survey. Those expenditure data reported in Tables 3.c that relate to key economic development industries are based upon research activities in the College of Engineering and Science and the School of Biological Sciences. All research in those units have been included because so much of that work, even fundamental particle physics, has been extended into applied research with commercial applications in *FIRST Louisiana* target industries. Other externally funded research in STEM areas like Forestry, Psychology and Sociology have not been considered in the tables. Intellectual property data are based upon data collected and reported annually to the Association for University Technology Managers (AUTM). All data are maintained in databases in the Office of University Research and Office of Intellectual Property and Commercialization and compiled for this report by Directors of those offices.

Most of Louisiana Tech's externally funded research activities are focused in interdisciplinary science and engineering research centers that are closely aligned with *FIRST Louisiana* and key economic development industries as described below. Our centers are all actively engaged in fundamental research, applied research, technology development, and technology commercialization. It is important to note that Louisiana Tech faculty have active R&D projects and industry partnerships associated with almost every industry sector and every research focus area identified in *FIRST Louisiana*. Our R&D programs are aligned well with State of Louisiana needs and national interests. As part of our master planning effort, we compiled a spreadsheet that summarized the research faculty, primary journals, industry partners, start-ups, and patents for each of the LED key economic development areas. More specific examples of how Louisiana Tech's research activities in our centers and institutes relate to key economic development industries have been described in previous GRAD Act reports and are not repeated here. We are continuing to build new partnerships and programs that will enable the institution to contribute more significantly to economic development of the State in the future.

As a result of the research master planning conducted by Louisiana Tech over the past three years and spurred by the Board of Regents Master Planning efforts, Louisiana Tech has organized its STEM research priorities in five major areas as highlighted below. These areas are multi-disciplinary and span across college and center boundaries. By organizing these research priorities and assigning oversight to senior research leaders from across the campus, we expect to see more leveraging of resources and synergistic interactions that will further stimulate collaboration and research growth. All of these research priority areas are aligned with key economic development areas as reflected in the graphic representation linked on the page below. Data on research and intellectual property productivity for each of these areas will be collected and used by the institution in assessing performance. These data will also be presented to the Board of Regents Master Planning Research Advisory Committee (MPRAC) to help that Committee in its efforts to identify areas of research strength across the State and to build additional capacity and competitiveness. Tech's five priority areas and associated academic and research units are summarized below.

Priority Area 1: Science and Engineering for Health and Quality of Life (Blue Ocean & High Growth Target Industry)

Center for Biomedical Engineering and Rehabilitation Science; Center for Rehabilitation Engineering, Science, and Technology
School of Biological Sciences
Psychology, Speech and Audiology

Priority Area 2: Cyber and Information Systems (Blue Ocean & High Growth Target Industry)
Center for Secure Cyberspace, Center for Information Assurance and Cyber Engineering
Computational Analysis and Modeling
Advanced Communications Systems

Priority Area 3: Infrastructure, Energy and Environmental Systems (Core Industry Sectors & Translational Research Domains)
Trenchless Technology Center; Advanced materials for sustainable infrastructure; Energy harvesting and alternative energy
Transportation Systems

Priority Area 4: Matter, Materials, and Multi-scale Systems (Core Enabling S&T Research & Translational Research Domains)
Institute for Micromanufacturing
Louisiana Alliance for Simulation-Guided Materials Applications
Center for Applied Physics Studies

Priority Area 5: Research in STEM Education, Entrepreneurship and Innovation (Foundational Sciences & High Growth Target)
Integrated STEM Education Research Center
Science and Technology Education Center
Center for Entrepreneurship and Information Technology; LA_i6 Proof of Concept Center

Please also see the **graphic representation** of Tech's alignment of research and development activities with key economic development industries.

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

The institution has focused on increasing federal research funding with some measure of success as reflected by an increase of annual federal research expenditures from $5.5M in FY 2005 to $10.0M in FY 2012, representing an increase of 82% over that period of time. Total annual research expenditures have increased from $18.6M to $26.5M, representing an increase of 43% over the same period. There has also been an increased focus on research productivity as measured by high-quality journal publications. Success has been demonstrated through higher numbers of publications, citations, and prestigious journal covers featuring our faculty's research. The increasing research activities have also spurred a high level of innovation as reflected in reports of invention, patents, licenses, start-up companies, and industry partnerships as described later in this narrative.

Our faculty's research quality and productivity was assessed in an AY 2011-12 external review conducted by the Board of Regents of the Research Competitiveness and Industrial Ties sub-programs. Louisiana Tech reported that our previous faculty recipients of BoRSF awards (35 RCS and 8 ITRS) had obtained $26 M in additional research funding while at Louisiana Tech averaging approximately $580,000 per principal investigator. This equated to a return on investment of 475% when considering the BoRSF funds as the baseline. The 35 faculty who had been recipients of RCS awards from 2001-10 had over 1,200 publications post award with more than 25,000 citations with an average h-index of over 9.1. Those same

faculty had 119 invention disclosures, 35 patent applications, 10 issued patents and 14 licenses/options. We believe these numbers reflect very highly on the research and innovation productivity of our faculty.

Faculty from Louisiana Tech play important leadership roles in a five-year $20 million grant from NSF to the Board of Regents' EPSCoR program (materials and computational science). The grant established the Louisiana Alliance for Simulation-Guided Materials Applications, or LA-SiGMA, a virtual organization for materials science research and education that includes faculty from Louisiana Tech, LSU, Tulane, UNO, Southern, Xavier, and Grambling. LA-SiGMA expects to benefit the public through the development of faster and energy-efficient computers, better and cheaper industrial catalysts and energy storage materials, and precisely targeted drug delivery systems. LA-SiGMA is also making substantial contributions to the creation of a diverse and technologically sophisticated workforce in Louisiana through Summer programs aimed at K-12 and two-year college students and teachers. Dr. Bala Ramachandran of Louisiana Tech is a co-PI of the LA-SiGMA grant. In 2011, LA-SiGMA was required to undergo a very rigorous NSF Reverse Site Visit before a national panel of reviewers. The LA-SiGMA team received very positive reviews from the panel.

In 2012, Louisiana Tech was awarded ***one of only 11 grants made nationally*** in the Jobs and Innovation Accelerator Challenge through the U.S. Department of Commerce in collaboration with U.S. Department of Agriculture and the Delta Regional Authority. In the early stages of this program we held 7 workshops in 7 north Louisiana communities focused on early entrepreneurial identification and strategy formation. We followed that up with a workshop on technology innovation and business development which was attending by 18 people. In the next stage of the program we have selected 7 entrepreneurs and matched them with 6 business coaches to guide them through a four-month series of trainings and workshops on developing their business concept and launching their business. Our first training was attending by 29 people—11 participants, 4 guests, 3 panelists, 6 coaches, and 5 staff members.

In 2011, Louisiana Tech received a $1.2M grant from the Economic Development Administration (EDA), EPA, and NSF to establish a Proof of Concept Center (PoCC) serving the I-20 corridor region in north Louisiana. This EDA i6 Green Challenge grant was ***one of only six such awards made nationally***. The grant further validates Louisiana Tech's leadership as a model program in the regional and national innovation ecosystem. The PoCC funding focuses on increasing the speed with which new technology innovations enter the market. It addresses the most significant gaps in our regional innovation ecosystem for the greatest regional economic impact. Our substantial group of innovative private and public partners are the major drivers of new innovations from inside the University to the market. Over 30 private companies, municipalities, economic development organizations, and other regional partners have committed to participate through direct collaboration on development projects and by serving on an Advisory Board that provides expertise on commercialization. The PoCC takes projects with University intellectual property as well as projects from private sector partners, determines the regulatory and performance standards the product must meet to be able to enter the market rapidly and successfully, field/site tests the product, and provides direct guidance for the final stage of product development.

One of the projects to be supported by the PoCC is related to a "green" high durability concrete for harsh environments. Dr. Erez Allouche of the TTC has developed a novel geopolymer concrete that is made from the waste fly ash produced by CLECO's coal-burning power plants. The geopolymer has demonstrated excellent performance as a construction material, particularly as a refractory material. M.L. Smith, LLC, a refractory construction company in Ruston is partnering with the TTC to field test the geopolymer in industrial settings. NASA Stennis has worked with us to expose the geopolymer to direct rocket blast to enable assessment of the product to very high temperatures and pressures. M.L. Smith is expected to make this a key part of their product offerings across the Southeastern United States. Several other companies in Louisiana, the United States, and

internationally are in discussions with Louisiana Tech about commercialization of the geopolymer concrete around the world. We believe that the potential commercial impacts and opportunities for Louisiana are quite significant.

Some of the partnerships that have resulted in technology licenses in 2012 include:

American Tie Tek, LLC: American Tie Tek licensed a technology invented by Dr. Erez Allouche and Ph.D. candidate Carlos Montes. This invention consists of a new geopolymer formuation that is sprayable and/or trowable, corrosion resistant, and has anti-bactericidal properties. This mortar is designed to be used as a coating for the rehabilitation of concrete structures used for the transport, storage, and treatment of waste water. This invention is an improvement over standard practices in that it is both lower-cost than thermoplastic materials and more acid-resistant than cementitious materials.

IPEX Technologies, Inc.: IPEX Technologies is a large company based in Canada, specializing in thermoplastic piping systems. IPEX has licensed a technology developed by Dr. Arun Jagnathan, Dr. Erez Allouche, and graduate student Mungtra Chuslip. This invention is an ingenious method to harvest energy from the vortex drop structures found in wastewater conveyance systems. In a vertical drop structure, wastewater falls from a higher elevation to a lower elevation through a vertical shaft, primarily to eliminate odor. The inventors have developed a device which uses the kinetic energy of the water to create electricity. This device is highly efficient, self-cleaning, low maintenance, and can be retrofitted into existing structures.

Jupiter Fuels, LLC: Jupiter Fuels is a Louisiana start-up company based in Minden. Jupiter has licensed a nanoengineered catalyst developed by Dr. Chester Wilson, Dr. John McDonald, and graduate student Joshua Brown. This nanoengineered catalyst can convert natural gas to liquid fuels like diesel. Jupiter is investing over $3M and is currently building a pilot plant at Camp Minden.

Some other notable projects are being piloted in the PoCC for the first two years including (1) Energy Efficient Large-Scale and Personalized Internet Broadcasting (with Network Foundation Technologies of Ruston), (2) High Efficiency Solar Panels (with Nu-Cell Technologies in West Monroe), (3) Nano-coating for Deep-water Metal Corrosion Protection (with Cameron International), and (4) a pipe lining system for HVAC duct rehabilitation (with NYSERDA).

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

The institution has had extensive involvement with Louisiana Economic Development (LED), statewide associations, regional economic development organizations, municipalities, and the private sector in support of economic development. We have hosted economic development meetings of the Committee of 100, the Council for a Better Louisiana, and the North Louisiana Economic Partnership, among others, in our R&D facilities. Louisiana Tech hosted CABL's Leadership Forum in 2012 and provided overviews of our R&D and innovation activities.

In 2012, Vice President Les Guice worked very closely with LED and Battelle in conducting a Strategic Inventory of Research and Innovation Assets for the State of Louisiana. Battelle was hired by LED through the Louisiana Innovation Council to conduct a comprehensive research and innovation

asset inventory and assessment of Louisiana's research universities and their alignment with Emerging Growth Sectors (i.e., Blue Ocean targets). Dr. Guice met with Battelle and LED on many occasions to facilitate their understanding of and connections to the state's research enterprises and to provide feedback during preliminary phases of the study.
The institution has also organized and hosted research conferences related to Energy Systems, Sustainable Infrastructure Systems, Cyber Security, and "Nanotechnology for Louisiana" (in 2012) and in Shreveport to engage the private sector in our R&D and economic development programs. A representative of LED made a presentation at the 2012 conference. As Chair of the LA EPSCoR Committee, Vice President Les Guice has been instrumental in organizing four statewide University-Industry Collaborative Workshops in the areas of Materials and Energy, Digital Media, Biosciences, and Energy Technologies (scheduled in April 2013 in Baton Rouge). All workshops target Louisiana's key economic development industries. LED and other economic development organizations have been involved in these workshops.

Louisiana Tech continues to work very closely with the Cyber Innovation Center (CIC) in Bossier City and LED to attract cyber-related companies and government agencies to Louisiana. Our faculty members have had almost daily collaborations with the CIC through a variety of research and workforce development activities. For example, our faculty piloted a Cyber Discovery Workshop for ninth-grade students and teachers that has served as a model for cyber science programs and curricula in other higher education institutions and the K-12 community. In 2012, this program received a $2.5M grant from the Department of Homeland Security and is being considered for additional funding next year to support national deployment. The National Security Agency, DHS, Air Force Research Laboratory, Air Force Global Strike Command, Nevada Test Site, and Oak Ridge National Labs have all visited our campus this year to collaborate in research, innovation, and workforce development activities with Tech. As a result of one of their visits, NSA hired 18 Summer interns for their programs comprising approximately half of all interns they are hiring nationally.

Louisiana Tech has also had extensive collaborations with major employers across North Louisiana, such as a graduate certificate curriculum in Communications Systems for CenturyLink in Monroe (in a cooperative effort with LED). With the rapid growth of CenturyLink through their acquisitions of Embarq and Qwest, there are tremendous education and training needs for existing employees. The second class of 22 CenturyLink employees graduated with their Communications Systems Certificates in November 2012. Our faculty have also conducted research and published papers jointly with CenturyLink employees. One of those research projects is resulting in a significant new advancement that could be deployed as a product by CenturyLink before the end of 2013.

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

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

Since 2003, Louisiana Tech has had 15 companies that have started up for the purpose of licensing and commercializing Louisiana Tech technologies. Each of these start-ups has involved our faculty or their graduate students in the company development, and each has received some government or private sector funding to develop the business. Of those 15 companies, ten are still surviving and are listed in **Table One.** Those that have received SBIR or federal/state technology transfer grants or private investments are noted. There are some other prospective Louisiana Tech start-up companies that have not yet obtained a license or funding and, therefore, are not included in Table One. For example, Nanogaia (M. DeCoster), organicNANO (D. Mills), Nanovations (R. Null and Y. Lvov) and Magneto Innovations (B. Cox) are all companies that have been started by Tech faculty or postdocs but are not considered in Table One because they have not yet obtained funding from investors or grants that would enable them to be considered a start-up company or we have not yet completed a license agreement. Nevertheless, we believe this level of activity is a positive reflection of the high level of entrepreneurial activity among our faculty.

Biovations is a company that is led by one of our biomedical engineering faculty members, Dr. Eric Guilbeau, and is based upon a gene sequencing technology that he developed while at Arizona State University. Dr. Guilbeau recently received NSF SBIR Phase 1 and 1a grants and has located his company in our Enterprise Center. However, his company is not considered in Table One because the technology was not originated at Tech.

It should be noted that there are several other start-up or young companies that have licensed our technologies but were not started as a direct result of those innovations and, therefore, are not considered as "University" start-up companies in Table 1 of this report. AdmitOne and Holochip are two such companies that are currently using the University's technologies as a central part of their business plans.

It should also be noted that some companies have been formed by our students under the guidance and support of our faculty and staff, but, because they are not using Louisiana Tech technologies, they are not considered "University" start-ups for this report. We also have some companies that have moved into our incubators to capitalize upon the institution's intellectual property, but they are not considered start-ups. For example, Radiance Technologies, headquartered in Huntsville, AL, has offices in our Enterprise Center and is expanding operations into the University's new multi-tenant facility, Tech Pointe, in our research park, Enterprise Campus. Fenway Group of Dallas has moved into Tech Pointe where they have established a software development company to support CenturyLink and other national companies. Fenway Group has strategically established a program in which they will provide structured on-the-job training to our undergraduate students to prepare them to be highly skilled employees upon graduation. This program is a model apprenticeship program for workforce development in one of Louisiana's key industry sectors. Several other defense, information technology, software development, and telecommunications companies have visited the campus as they consider establishing operations in the region, and all of these companies are depending upon Louisiana Tech for R&D and workforce support.

The institution's considerable success in technology commercialization can be attributed in part to the investments made in support activities. In 2002, the **Center for Entrepreneurship and Information Technology** (CEnIT) was formed to serve as a catalyst for entrepreneurial activities across the campus and region. Through external funds provided by the NSF, the University developed courses on technology commercialization that have served to accelerate the licensing and venture creation surrounding the University's research programs. Those courses have also provided motivation and support for entrepreneurship development with faculty and students. CEnIT has initiated Idea Pitch and Business Plan competitions that have spurred student-led business formation. Macon Ridge Foods, S2S Tutor, HelpFlix and ShuaTech are four of the most successful student start-up companies, but several others are quite active and can serve as an impetus for further entrepreneurial and economic endeavors in Louisiana.

The success of these student businesses and other new ventures throughout the region depends upon their access to counseling and support services. Louisiana Tech established a **Technology Business Development Center** (TBDC) to provide such support. The TBDC provides information, counseling services, and educational opportunities for beginning entrepreneurs, emerging business ventures, and existing businesses. Emphasis is placed on enterprises with an innovative business model that demonstrates high growth potential and the ability to generate high quality jobs. The TBDC counsels SBIR applicants and award recipients by helping improve proposals, strengthen commercialization plans, and maximize incentives.

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

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

A summary of Louisiana Tech's intellectual property outcomes for fiscal years 2008 – 2012 (July 1, 2007 to June 30, 2012) is provided below:

- 154 Reports of Invention (ROI)
- 93 Patent Applications (US regular and provisional applications)
- 38 Patents Issued
- 27 Licenses and Options Executed
- 10 Start-up Companies
- 26 Small Business Innovation Research (SBIR/STTR) Awards with partner companies
- Averaged between 7 and 23 ROIs per $10 million in research expenditures, well above the national average of 4.

The Association for University Technology Managers (AUTM) annually produces national statistics based upon a survey of research and technology transfer data for all institutions. To compare institutional performance, the data are frequently normalized by dividing the respective measures by the size of each institution's research program as reflected by annual research expenditures. According to AUTM 2009 survey data, Louisiana Tech University ranked high in several technology transfer measures: 7th in the nation in terms of Reports of Invention per $10 million R&D expenditures, 2nd in terms of patents issued per $100 million R&D expenditures, and Tied for 20th in the number of licenses/options executed.

In the AUTM 2010 Survey, out of 151 institutions that participated in the survey, Louisiana Tech ranked 8th (or top 95 percentile) overall in terms of disclosures/$10 Million R&D, and 20th (top 80 percentile) overall in terms of patents issued/$100 Million R&D. In 2011, Tech ranked 19th out of 181 institutions (top 85 percentile) in terms of disclosures/$10 million R&D, and ranked 11th (top 90 percentile) in terms of patents/$100 million disclosures.

Our Director of Intellectual Property and Commercialization, Dr. Rich Kordal, was recently elected by AUTM to serve on their Board as Vice President for Metrics and Surveys. This further signifies the strength of Louisiana Tech's team to support technology transfer and commercialization.

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

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

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

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

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

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

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

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

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

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

4. Institutional Efficiency and Accountability

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

As required by the Master Plan for Public Postsecondary Education, Louisiana Tech University implemented new admission criteria in Fall 2012 that requires students to place out of remedial math and English as a condition of admission to the University. These requirements are posted on Louisiana Tech's admissions web pages for **first-time freshmen** and **transfer students**. This new requirement resulted in a loss of over 350 students in Fall 2012 compared to Fall 2011. First-time freshmen entering Louisiana Tech decreased from 1,628 in Fall 2011 to 1,307 in Fall 2012. New transfer student enrollment fell from 423 in Fall 2011 to 390 in Fall 2012.

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

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

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

Louisiana Tech signed a **Cross Enrollment** agreement with Bossier Parish Community College on February 6, 2013 to serve the students who are already enrolled at Tech and who need a remedial mathematics or English course. See page 22 of this report for additional details. In addition, Tech continued the collaboration agreement with **Louisiana Delta Community College** (LDCC) to offer remedial courses and other lower division General Education Required courses to students that apply to Louisiana Tech University and who do not meet Tech's admission requirements.

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

As reflected in the **February 14, 2012 minutes** of the regular meeting of the Board of Supervisors for the University of Louisiana System in Room 100, the "Louisiana Purchase Room," at the Claiborne Conference Center, the Board of Supervisors for the University of Louisiana System approved the 2012-13 Undergraduate and Graduate Mandatory Attendance Fees and **Non-Resident Fees and Schedule** as required by LA GRAD Act. Louisiana Tech University's six-year plan to increase out-of-state tuition and fees to the SREB regional average for institutions in the Doctoral 2 category received initial approval by the University of Louisiana System's Board of Supervisors on August 27, 2010, and was again approved on August 21, 2012. For FY 2012-13, the minimum full-time tuition and fees for out-of-state students attending Louisiana Tech were $13,061 per academic year versus the SREB average of $18,409. Out-of-state fee revenue at Louisiana Tech University is projected to increase by $1,600,000 for FY 2012-13. For the upcoming year, the out-of-state tuition and fees will rise by 18% to $15,370 with additional similar increases to be made each year over the next four years. Out-of-state tuition and fee revenue is projected to increase by $1,650,000 for FY 2013-14. Baseline data were provided by the University of Louisiana System Office. The University projects that by FY 2015-16, out-of-state tuition and fees at Louisiana Tech University will reach or exceed the SREB average at an estimated cost of $21,716 per academic year.

Out-of-state enrollment, including international students, is approximately 13.5% of the total undergraduate enrollment and 27.2% of graduate student enrollment for Fall 2012-13. This represents a .5% percentage point increase at the undergraduate level and a 1.9% percentage point decrease at the graduate level from the previous year. In Fall 2012-13 out-of-state headcount enrollment at the undergraduate level, not including international students, decreased by 12 students or -1.4% from the previous year, and out-of-state graduate enrollment decreased by 55 students or -15.5% compared to Fall 2011-12. International headcount enrollment at the undergraduate level increased 34 students or 11% from the previous year while graduate enrollment decreased by 9 students or -2.6% compared to Fall 2011-12.

From 2006-07 to 2012-13 there was a downward trend in the number of undergraduate out-of-state students enrolled for the first three years (2007-08 to 2009-10), an increase for the next two years (2010-11 to 2011-12), and then another slight decrease for 2012-13. The proportion of out-of-state undergraduate students decreased for the first four years (2007-08 to 2010-11), and then rebounded slightly in 2011-12 and 2012-13. The University will continue focusing on out-of-state recruiting and will closely monitor this enrollment. See **Table One** for detailed information about the number and the proportion of undergraduate and graduate out-of-state and international student enrollment from 2006-07 to 2012-13.

While we acknowledge that out-of-state students will still be attracted to Louisiana Tech University, competition for outstanding students at the undergraduate and graduate levels is a national as well as a global challenge. Recruiting and retaining an outstanding teaching and research faculty are predicated upon having the highest quality students at the undergraduate and graduate levels.

We believe that increasing out-of-state fees can, to a certain degree, negatively impact students' decisions to attend Louisiana Tech University, particularly at the undergraduate level. This is especially true in light of the fact that many of these high-quality students will have lucrative scholarship offers in their home states as well as in-state tuition rates. A key factor to maintaining a diverse student body and to recruiting and retaining non-resident students will be the continuation of a competitive out-of-state scholarship program for highly qualified students.

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

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

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

**Two out of the nine sections were dual enrollment sections taught in the high schools.*

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

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

**Eight students out of two hundred and sixty-two were dual enrollment high school students.*

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

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

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

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

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

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

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

	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term of Data	**AY 09-10**	**AY 10-11**	**AY 11-12**	**AY 12-13**	**AY 13-14**	**AY 14-15**	**AY 15-16**
Non-resident tuition/fees (full-time)	**$9,237**	**$10,077**	**$11,376**	**$13,061**			
Peer non-resident tuition/fees (full-time)	**$15,861**	**$16,586**	**$16,838**	**$18,409**			
Percentage difference	**-71.7%**	**-64.6%**	**-48.0%**	**-41.0%**			

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

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

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

**per January 2013 BoR accreditation status report*

Organizational Data

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

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

Louisiana Tech University
University of Louisiana System

April 1, 2013

a. Number of students by classification

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

  Source: Enrollment data submitted by the institutions to the Statewide Student Profile System (SSPS), Board of Regents summary report SSPSLOAD , Fall 2012

Undergraduate headcount	8958
Graduate headcount	2346
Total headcount	11304

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

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

Undergraduate FTE	7738.5
Graduate FTE	1308.7
Total FTE	9047.2

b. Number of instructional staff members

- **Number and FTE instructional faculty**

Source: Employee data submitted by the institutions to the Employee Salary (EMPSAL) Data System, file submitted to Board of Regents in Fall 2012. Instructional faculty is determined by Primary Function = "IN" (Instruction) and EEO category = "2" (Faculty). FTE is determined utilizing the Campus Percent Effort (CPE) field.

Total Headcount Faculty	444
FTE Faculty	382.9

c. Average class student-to-instructor ratio

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

  Source: Credit hour data submitted to the Student Credit Hour (SCH) Reporting System and SPSS, Board of Regents, Fall 2012.

Undergraduate headcount enrollment	30416
Total number of sections in which the course number is less than or equal to a senior undergraduate level	1340
Average undergraduate class size	22.7

d. Average number of students per instructor

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

  Source: Budget Request information 2012-2013 as per SCHBRCRPT and Employee Salary (EMPSAL) Data System, Board of Regents, Fall 2012.

Total FTE enrollment	9047.2
FTE instructional faculty	382.9
Ratio of FTE students to FTE faculty	23.6

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

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

  Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in Fall 2012, EEO category = "1" (Executive, Administrative, Managerial) and a Primary Function not equal to "IN" (Instruction). This item reports staff members that are an integral part of an academic college or equivalent unit.

Name of College/School	Number of non-instructional staff	FTE non-instructional staff
Applied and Natural Sciences	1	1
Business	2	2
Education	1	1
Engineering and Science	2*	2*
Liberal Arts	1	1
Total	**7**	**7**

*Includes one center director position funded through external funds

f. Number and FTE of staff in administrative areas

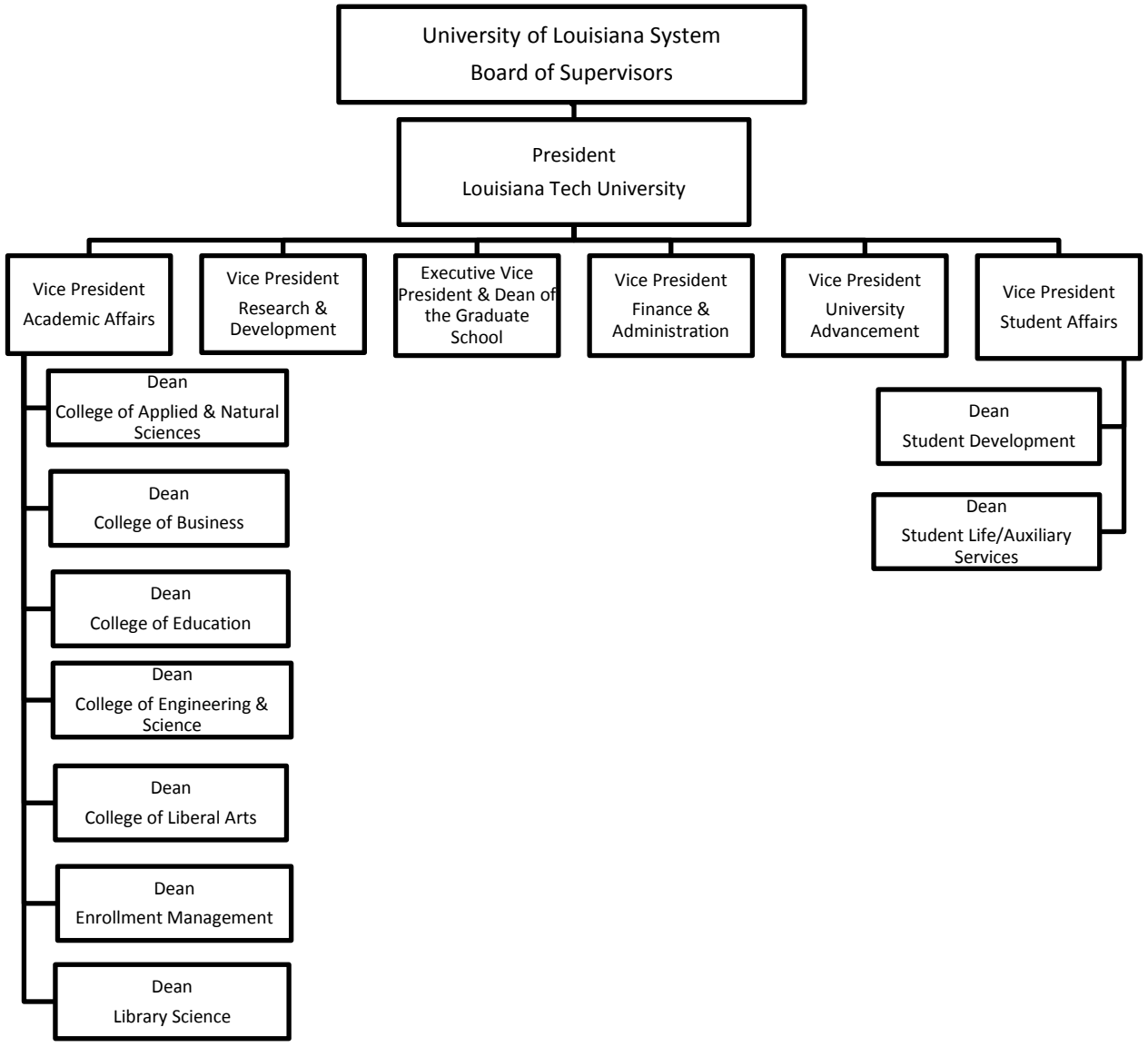
- **Number and FTE of staff as reported in areas other than the academic colleges/schools, reported by division**
  Source: Employee data submitted to the Employee Salary (EMPSAL) Data System, submitted to Board of Regents in Fall 2012, EEO category = "1" (Executive, Administrative, Managerial) and a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

Name of Division	Number of staff	FTE staff
Academic Affairs	11	11
Finance and Administration	6	6
Student Affairs	10	10
University Advancement	1	1
Athletics	14.5	15
President	4	4
Research and Development	2	2
Total	**48.5***	**49***

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

g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position (as of Fall 2012).

See next page.


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

h. Salaries of all personnel identified in subparagraph (g) above and the date, amount, and type of all increases in salary received since June 30, 2010.

- **A chart listing the title, Fall Total Base Salary, and a history of any salary changes (within the same position) since June 30, 2010.**

Position	**Total Base Salary, reported Fall 2010**	**Total Base Salary, reported Fall 2011**	**Total Base Salary, reported Fall 2012**
President	$350,000	$350,000	$350,000
Vice President for Academic Affairs	$168,137	$168,137	$160,000*
Vice President for Research and Development	$167,892	$167,892	$200,000**
Executive Vice President and Dean of the Graduate School	$127,544	$127,544	$000,000***
Vice President for Finance and Administration	$162,690	$162,690	$162,690
Vice President for University Advancement	$122,400	$122,400	$122,400
Vice President for Student Affairs	$121,951	$121,951	$121,951
Dean, College of Applied and Natural Sciences	$123,930	$123,930	$123,930
Dean, College of Business	$173,400	$173,400	$173,400
Dean, College of Education	$122,400	$122,400	$125,000****
Dean, College of Engineering & Science	$148,920	$148,920	$148,920
Dean, College of Liberal Arts	$129,183	$112,000	$112,000
Dean, Enrollment Management	$103,616	$103,616	$103,616
Dean, Library Science	$ 85,000	$ 85,000	$ 85,000
Dean, Student Development	$ 66,211	$ 66,211	$ 66,211
Dean, Student Life/Auxiliary Services	$ 75,925	$ 75,925	$ 75,925

*Vice President retired. Through reorganization, position title changed to Vice President for Academic Affairs & Dean of the Graduate School. Position filled @ $160,000.
** Through reorganization, title changed to Executive Vice President & Vice President for Research and Development with commensurate salary adjustment.
*** Through reorganization, position eliminated.
****New Dean

i. A cost performance analysis

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

Louisiana Tech University:

Expenditures by Function:	Amount	% of Total
Instruction	$ 35,477,625	36.3%
Research	$ 10,564,841	10.8%
Public Service	$ 131,272	0.1%
Academic Support**	$ 8,733,953	8.9%
Student Services	$ 3,553,431	3.6%
Institutional Services	$ 8,707,626	8.9%
Scholarships/Fellowships	$ 14,917,016	15.2%
Plant Operations/Maintenance	$ 10,293,294	10.5%
Total E&G Expenditures	$ 92,379,058	94.4%
Hospital	$ -	0.0%
Transfers out of agency	$ -	0.0%
Athletics	$ 5,412,602	5.5%
Other	$ 50,647	0.1%
Total Expenditures	$ 97,842,307	100.0%

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

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

Average yearly cost of attendance	$18,303

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

Average time to bachelor's degree	4.6 years

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

Average cost per degree awarded	$4,492

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

Average cost per non-completer	$4,492

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

All expenditures for the most recent year	$173,207,485