UL Lafayette Graduate Program Review Documentation

Degree Level(s) and Name: _____

Concentrations and Certificates Awarded in Conjunction with the Degree Program: _____
_____

Mission. Explain the program's mission, goals, and core values, with a brief explanation of their relationship to the Department, College, University mission and goals, particularly as articulated in the strategic plans of each. How do the program's mission and values relate to the national context in this field? Attach the department's/program's strategic plan.

Peers. List three to five peer programs at other U.S. institutions. See appendix A for a list of peer institutions submitted to and approved by the Board of Regents.

Program Data: Students

Table 1: Enrollment

	FA04	FA05	FA06	FA07	FA08	FA09	FA10	FA11	FA12
Master's Level									
Master's Concentration #1									
Master's Concentration #2									
Doctoral Level									
Doctoral Concentration #1									
Doctoral Concentration #2									
Certificate Program									

Table 2: Completers - Course and Graduation Data

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
AY Graduates Master's Program								
Average Years to Completion Master's Level by Annual Cohort								
AY Graduates Master's Concentration #1								
AY Graduates Master's Concentration #2								
AY Graduate Certificate Program(s)								
AY Graduates Doctoral Program								
Average Years to Completion Doctoral Level by Annual Cohort								
AY Graduates Doctoral Concentration #1								
AY Graduates Doctoral Concentration #2								
AY Course Drops*: 400 (G) courses								
AY Course Drops*: 500 & 600 level								

* % of total grades awarded

Program Data: Faculty

Attach a list of continuing faculty with assigned graduate-level courses, credit hours, and student enrollment from the most recent two AY semesters (note any who are hired as exceptions to SACS credential qualifications). Please indicate for each the workload track; note which faculty members (if any) are 12-month hires, which are DL certified, and which hold Graduate Faculty status.

Table 3: Current Demographics of Faculty Engaged in Graduate Program(s)

	# Male	# Female	Ethnicity Breakdown	Anticipated Retirements/Resignations in next two years
Instructors				
Asst Profs				
Assoc Profs				
Profs				
Total # Adjuncts Teaching in Graduate Program(s)				

Table 4: Faculty Salaries

	2004-05	2008-09	2012-13	2011-12 CUPA Survey	2011-12 OK STATE Survey
Asst Profs: # and Salary Average					
Assoc Profs: # and Salary Average					
Profs: # and Salary Average					

Table 5: Faculty Workload Data

	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13
Asst Profs: Average SCH Production					
Assoc Profs: Average SCH Production					
Profs: Average SCH Production					
Asst Profs: Average Indirect Costs from Grants & Contracts					
Assoc Profs: Average Indirect Costs from Grants & Contracts					
Profs: Average Indirect Costs from Grants & Contracts					

Program Cost Data and Other Information

Cost Analysis (provided by Academic Affairs)

Assessment Protocols. Explain how the program evaluates its success in achieving its goals in student learning, scholarship/research, and service. Reference postings and attach a "Detailed Assessment Report (DAR)" from WEAVE.

Curriculum. Provide a copy of the current curriculum for the program. Explain the rationale behind changes in the curriculum during the last seven years (or since the program's last review) and how the department ensures curricular currency. Analyze course drop data and other curricular requirements (language proficiency requirements, time to completion of thesis and dissertation, comprehensive exams, etc.) to identify particular obstacles to progression through the program.

Post-graduate Employment, Etc. Provide any data-based information you have regarding the disposition of graduates within their first one to five years after graduation. Provide data-based information regarding employment demands for graduates, as well as future outlook for employment. If your program is a high-cost, high-demand one, what would be your reaction to charging differential tuition or extra fees to students? Are any of your graduates worthy candidates for the University's Outstanding Alumni awards?

Student Satisfaction and Other Surveys. Provide information gathered from exit interviews, student satisfaction and other surveys which indicate student attitudes toward and perceptions of their educational experience in this degree program.

Quality of Instruction. Explain the methods used to evaluate the quality of teaching in the program. What incentives are in place to reward faculty contributions to the graduate teaching enterprise? What professional development opportunities exist for the improvement of graduate teaching?

Enrollment, Retention, and Degree Productivity. Analyze and explain trends in the program's enrollment, student persistence in the graduate program(s), and student completion.

Student Recruiting, Retention and Engagement. Complete the "funnel report" in Table 6 and/or Table 7 below which compiles data regarding student applications and admissions to the program(s). What innovative actions are taken to recruit highly qualified students? Once recruited, how are they engaged and mentored? What do you consider to be the most academically enriching experience your students have in the program?

Table 6: Admissions to Master's Program

Academic Year	Applications Received	Number Admitted	Number Enrolled	Number Receiving Assistantships, Stipends, or Fellowships	Average GRE or GMAT	Number Enrolled Who Continued into Second Year
2011 - 12						
2010 - 11						
2009 - 10						
2008 – 09						
2007 - 08						

Table 7: Admissions to Doctoral Program

Academic Year	Applications Received	Number Admitted	Number Enrolled	Number Receiving Assistantships, Stipends, or Fellowships	Average GRE or GMAT	Number Enrolled Who Continued into Second Year
2011 - 12						
2010 - 11						
2009 - 10						
2008 – 09						
2007 - 08						

Graduate Students/Assistantships. Using the table below (Tables 8 and/or 9), list the number of graduate students who received financial support in the last academic year, indicating whether the support was provided by external funding sources or University sponsored assistantships or fellowships. (You may submit the Board of Regents Fellowship Applications tables instead of completing Table if you prefer.) Have you

developed any non-traditional models of support or stipends for your graduate students? Are there any Board of Regents fellowships available to your students?

Table 8: Graduate Student Support for Master's Students

Academic Year	Number Enrolled	Number on Grant-Funded Assistance	Number on Assistance from Private Industry	Number on Board of Regents-Funded Assistance	Number Receiving Departmental Assistantships, Stipends, or Fellowships from UL	Number Receiving Assistantships funded by other units at UL
2011 - 12						

Table 9: Graduate Student Support for Doctoral Students

Academic Year	Number Enrolled	Number on Grant-Funded Assistance	Number on Assistance from Private Industry	Number on Board of Regents-Funded Assistance	Number Receiving Departmental Assistantships, Stipends, or Fellowships from UL	Number Receiving Assistantships funded by other units at UL
2011 - 12						

Academic Partnerships and Agreements.
List any academic partnerships between this degree program and programs/coursework at another institution or any memoranda of understanding with outside entities for academic or service enterprises. Include relationships with centers and institutes both within and outside the University.

Distance Learning.
What are your program's experience with and plans for distance learning delivery?

Nontraditional Programmatic Initiatives.
Does your program offer any nontraditional formats, schedules, etc. for students (e.g., weekend classes, early class starts, rolling term starts, compressed or accelerated sessions, etc.)?

Faculty Resources.
Analyze trends, successes, and challenges in staffing the program. Consider recruiting, anticipated retirements/resignations, diversity, etc. How often are faculty teaching loads re-evaluated? What are the bases for determining teaching loads?

Research/Scholarship/Creative Productivity.
Provide an evaluation of faculty and student work, including consideration of how it compares to productivity seven years ago (or at the time of your last program review). Address the record of external funding, peer-reviewed publications, and creative productions, as applicable.   If possible, compare the work of your faculty and students to that of selected peer institutions.

Economic Development.
How does the program's faculty interact with industry, non-profit agencies, and/or government in ways that contribute to regional or state economic development. How does the program fit with the FIRST Louisiana initiative? Research and service learning activities may be relevant to this point.

Other Resources. Briefly explain and evaluate the program's spatial, library, travel, technology, and equipment resources.

SWOT Analysis. List three to five respective strengths, weaknesses, opportunities, and threats to the program. These can include both internal and external factors.

Action Plans. List five to ten proposed actions that will address challenges, weaknesses, or items of concern identified in the program or that will strengthen the program's faculty, students, facilities, and other resources. Identify any new programs, concentrations, or certificates that you anticipate proposing in the next few years.

Appendix A: Peer Institutions [i]

1. **Georgia Southern**
2. **Mississippi State**
3. **Alabama-Birmingham**
4. **Virginia Commonwealth**
5. **Old Dominion**
6. **University of Texas-Arlington**
7. **Louisiana Tech**
8. **Florida Atlantic**
9. **UNC Greensboro**
10. **University of Memphis**

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[i] Based on IPEDS profiles and approved by the Board of Regents in 2008