# UL Lafayette Undergraduate Program Review Documentation

**Degree Name:** _____

**Concentrations and Certificates Awarded in Conjunction with this 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 - Majors

|  | FA04 | FA05 | FA06 | FA07 | FA08 | FA09 | FA10 | FA11 | FA12 |
|---|---|---|---|---|---|---|---|---|---|
| **MAJORS: Freshmen** |  |  |  |  |  |  |  |  |  |
| **MAJORS: Sophomores** |  |  |  |  |  |  |  |  |  |
| **MAJORS: Juniors** |  |  |  |  |  |  |  |  |  |
| **MAJORS: Seniors** |  |  |  |  |  |  |  |  |  |

### Table 2: Enrollment – Transfer Majors

|  | FA04 | FA05 | FA06 | FA07 | FA08 | FA09 | FA10 | FA11 | FA12 |
|---|---|---|---|---|---|---|---|---|---|
| **TRANSFER MAJORS: Freshmen** |  |  |  |  |  |  |  |  |  |
| **TRANSFER MAJORS: Sophomores** |  |  |  |  |  |  |  |  |  |
| **TRANSFER MAJORS: Juniors** |  |  |  |  |  |  |  |  |  |
| **TRANSFER MAJORS: Seniors** |  |  |  |  |  |  |  |  |  |

**Table 3:  Completers - Course and Graduation Data**

| | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|---|---|---|---|---|---|---|---|---|
| **AY Graduates Degree Program** | | | | | | | | |
| **AY Graduates Certificate Program(s)** | | | | | | | | |
| **AY Minors Awarded at Graduation** | | | | | | | | |
| **AY Course Drops*: 100 & 200 level** | | | | | | | | |
| **AY Course Drops*: 300 & 400 level** | | | | | | | | |
| **AY Course Failures*: 100 & 200 level** | | | | | | | | |
| **AY Course Failures*: 300 & 400 level** | | | | | | | | |

**\*  % of total grades awarded**

# Program Data: Faculty

In addition to Tables 4-6, provide an attachment listing continuing faculty with assigned 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 4: Current Faculty Demographics**

| | Male | Female | Ethnicity | Anticipated Retirements/Resignations in next two years |
|---|---|---|---|---|
| **Instructors** | | | | |
| **Senior Instructors** | | | | |
| **Master Instructors** | | | | |
| **Asst Profs** | | | | |
| **Assoc Profs** | | | | |
| **Profs** | | | | |
| **FTE Adjunct Faculty (based on 15 credit hour load)** | | | | |

**Table 5: Faculty Salaries**

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

**Table 6: Faculty Workload Data**

| | AY 2008-09 | AY 2009-10 | AY 2010-11 | AY 2011-12 | AY 2012-13 |
|---|---|---|---|---|---|
| Instructors: Average SCH Production | | | | | |
| Asst Profs: Average SCH Production | | | | | |
| Assoc Profs: Average SCH Production | | | | | |
| Profs: Average SCH Production | | | | | |
| FTE Adjunct Faculty: Average SCH Production | | | | | |
| Instructors: Average Indirect Costs from Grants & Contracts | | | | | |
| Asst Profs: Average Indirect Costs from Grants | | | | | |
| 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 and failure data to identify particular courses that seem to be obstacles to progression through the program.  Does the program feature a capstone course or other culminating experience for students?

**Concentrations, Minors, and Certificates.** Identify any concentrations or certificate programs offered in connection with this degree program.

**Prerequisites and Limitation on Student Access.** Explain any mechanisms (such as course prerequisites, "gateway" courses, GPA requirements, upper division admission criteria, "weed-out" courses, etc.) used to limit access to the degree as a student progresses through the curriculum. Have these mechanisms been re-examined to determine effectiveness in achieving desired goal?

**Student Employment, Graduate Study, 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 with this major, 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 possible candidates for awards such as the Outstanding Alumni awards presented annually?

**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 teaching enterprise? What professional development opportunities exist for the improvement of teaching?

**Enrollment, Retention, and Degree Productivity.** Analyze and explain trends in the program's enrollment, student persistence in the major, and student completion.

**Student Recruiting, Retention and Engagement.** What innovative actions are taken to recruit highly qualified students? Once recruited, how are they engaged? Are there opportunities for funded or unfunded undergraduate research projects? What do you consider to be the most academically enriching experience your students have in the program?

**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 experiences 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 a brief 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).  If possible, compare the work of your faculty and students to that at selected peer institutions.

**Economic Development.**  How do the program 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?  (Service learning activities may be relevant when addressing these questions)

**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, certificates, or minors 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