University of Louisiana at Lafayette

Strategic Program Review Rubric <u>UNDERGRADUATE</u>

***Degree Name* _____*Evaluator*_____*Date*_____**

MISSION AND PEERS						
(a) Program mission relationship to the Department, College, University mission and goals as articulated in the strategic plan of each.	*Meets* The mission statement is articulated and aligned to the University mission; Mission guides strategic planning; is clearly communicated and published in the institutional data system	*Developing* Program mission is articulated, but alignment to University mission is incomplete or in process OR the mission is not integral to strategic planning	*Beginning* Department or program has not articulated a formal mission statement and no strategic plan is provided.	*Not able to assess*		Comments:
(b) Program mission and values relate to the national context in this field.	*Meets* The mission statement is articulated and aligned to the University mission; Mission guides strategic planning; is clearly communicated and published in the institutional data system	*Developing* Program mission is articulated, but alignment to University mission is incomplete or in process OR the mission is not integral to strategic planning	*Beginning* Department or program has not articulated a formal mission statement and no strategic plan is provided.	*Not able to assess*		
(c) Program or department's strategic plan is attached.					YES	NO
PEERS (a) Peer Institutions are identified					YES	NO
PROGRAM DATA: STUDENTS						
Table 1. Enrollment over a 7-year cycle-all majors	*Meets* Increase in numbers	*Developing* Steady numbers	*Beginning* Fluctuating numbers	Decreasing numbers	Comments:	
Table 2. Enrollment over a 7-year cycle-transfer majors	*Meets* Increase in numbers	*Developing* Steady numbers	*Beginning* Fluctuating numbers	Decreasing numbers		
Table 3. Completers-course and graduation data over 7-year period	*Meets* Increase in numbers	*Developing* Steady numbers	*Beginning* Fluctuating numbers	Decreasing numbers		

Trends in the programs enrollment, student persistence in the major and student completion are analyzed and explained	*Meets* Trends in program enrollment, student persistence in major and student completion are clearly analyzed and explained	*Developing* Trends in program enrollment, student persistence in major and student completion are adequately explained	*Beginning* Trends in program enrollment, student persistence in major and student completion are minimally explained		*Comments:*
Table 4a. UG drop rates over 7-year period	*Meets* Drop rates decrease in numbers	*Developing* Steady numbers	*Beginning* Fluctuating numbers	Increasing numbers	*Comments:*
Table 4b. UG fail rates over a 7-year cycle	*Meets* Drop rates decrease in numbers	*Developing* Steady numbers	*Beginning* Fluctuating numbers	Increasing numbers	*Comments:*
Table 4c. UG Combined drop and fail rates	*Meets* Combined rates decrease in numbers	*Developing* Steady numbers	*Beginning* Fluctuating numbers	Increasing numbers	*Comments:*
Drop and failure rates are analyzed. A description of the courses that seem to be obstacles to progression through the program is provided. Strategies used to decreased identified problems are provided.	*Meets* Drop and failure rates are clearly analyzed and explained. Description obstacle courses is provided. Strategies used to decreased identified problems are provided.	*Developing* Drop and failure rates are adequately explained. No identification of obstacle courses and/or strategies to decease problems	*Beginning* Drop and failure rates are minimally explained. No identification of obstacle courses and/or strategies to decease problems	No information provided.	*Comments:*
Student Recruiting, Retention, and Engagement					
Innovative actions taken to recruit highly qualified students are explained	*Meets* Actions taken to recruit highly qualified students are innovative and are clearly articulated	*Developing* Actions taken to recruit highly qualified students are adequately addressed	*Beginning* Actions taken to recruit highly qualified students are minimally described	No information provided.	*Comments:*
Student engagement once admitted is explained	*Meets* Student engagement activities are clearly articulated	*Developing* Student engagement activities are adequately addressed	*Beginning* Student engagement activities are minimally described	No information provided	*Comments:*
Opportunities for funded or unfunded UG research projects are available	*Meets* Description of UG research project funding is clearly articulated	*Developing* Description of UG research project funding is adequately addressed	*Beginning* Description of UG research project funding is minimally described	No information provided	*Comments:*
A description of the most academically enriching experience your students have in the program is provided	*Meets* Most academically enriching experience for students is clearly articulated	*Developing* Most academically enriching experience for students is adequately addressed	*Beginning* Most academically enriching experience for students is minimally described	No information provided	*Comments:*

Student Employment and Graduate Study					
Data is provided regarding disposition of graduates within their first 1-5 years after graduation.	*Meets* Complete data on program graduates within first 1-5 years after graduation is clearly presented	*Developing* Complete data on program graduates within first 1-5 years after graduation is adequately described.	*Beginning* Data on program graduates is minimally described.	No information provided	*Comments:*
Information is provided regarding employment demands for graduate with this major	*Meets* Complete data on employment demands are clearly presented	*Developing* Complete data on employment demands are adequately addressed	*Beginning* Data on employment demands is minimally described.	No information provided	*Comments:*
Information is provided regarding the future outlook for employment within this major	*Meets* Complete data on employment demands are clearly presented	*Developing* Complete data on employment demands are adequately addressed	*Beginning* Data on employment demands is minimally described.	No information provided	*Comments:*
Reaction to charging differential tuition or extra fees to students	*Yes*	*No*	*Comments:*		
Student Satisfaction and Other Surveys					
Information is provided from exit interviews, student satisfaction and other surveys that indicate student attitudes toward and perceptions of their educational experience in this degree program.	*Meets* Information from surveys and/or interviews regarding student attitudes and perceptions of the educational experience in the degree program is clearly articulated.	*Developing* Information from surveys and/or interviews regarding student attitudes and perceptions of the educational experience in the degree program is adequately addressed.	*Beginning* Information from surveys and/or interviews regarding student attitudes and perceptions of the educational experience in the degree program is minimally described	No information provided	*Comments:*
Copy of exit interview is attached.	*Yes*	*No*	*Comments:*		
Copy of any survey or instrument used by the department to measure student attitudes toward and perceptions of their educational experience in this degree program.	*Yes*	*No*	*Comments:*		
Prerequisites and Student Progress					
Explanation provided for course prerequisites, "gateway" course, GPA requirements, upper division admission criteria used to limit access to degree as a student progresses through the curriculum.	*Meets* Information is clearly articulated	*Developing* Information is insufficiently articulated	*Beginning* Information is unclear	No information provided	*Comments:*
Effectiveness of these mechanisms is explained	*Meets* Information is clearly articulated	*Developing* Information is insufficiently articulated	*Beginning* Information is unclear	No information provided	*Comments:*

PROGRAM DATA: FACULTY					
Table 5. Current faculty demographics: <mark>Considerations for reviewer:</mark> (a) Ratio of instructors to professors (b) Number of credit hours taught by adjuncts	*Comments:*				
Table 6. Faculty salaries Considerations for reviewer: • Salary inversions	*Meets* Salary data indicates increase in salaries	*Developing* Salary data indicates steady salaries	*Beginning* Salary data indicates decreasing salaries	No information provided	*Comments*
Table 7a and b. Faculty workload	*Comments:*				
Table 8. Faculty course assignments	*Comments:*				
Faculty Resources					
Trends, successes and challenges in staffing the program is described and analyzed.	*Meets* Description and analysis of trends, successes and challenges in staffing the program is comprehensive	*Developing* Description and analysis of trends, successes and challenges in staffing the program are adequate	*Beginning* Description and analysis of trends, successes and challenges in staffing the program is minimal	No information provided	*Comments*
The process for determining teaching loads is provided	*Meets* Methods for determining teaching loads are clearly articulated	*Developing* Methods for determining teaching loads are adequately described	*Beginning* Methods for determining teaching loads are minimally described	No information provided	*Comments*
How and how often faculty teaching loads are re-evaluated process is described	*Meets* Description of process for teaching load re-evaluation is clearly articulated	*Developing* Description of process for teaching load re-evaluation is adequate	*Beginning* Description of process for teaching load re-evaluation is minimal	No information provided	*Comments*
PROGRAM INFORMATION					
Assessment Protocols					
Program evaluation of success in achieving goals in student learning	*Meets* Program methods of evaluating success in achieving goals in student learning is clearly articulated and logical	*Developing* Program methods of evaluating success in a achieving goals in student learning is provided, but not sufficiently articulated	*Beginning* Program methods of evaluating success in achieving goals in student learning is unclear	*Comments:*	

Program evaluation of success in achieving goals in scholarship/research	*Meets* Program methods of evaluating success in achieving goals in scholarship/research is clearly articulated and logical	*Developing* Program methods of evaluating success in a achieving goals in scholarship/research is provided, but not sufficiently articulated	*Beginning* Program methods of evaluating success in achieving goals in scholarship/research is unclear	No information provided	*Comments*
Program evaluation of success in achieving goals in service	*Meets* Program methods of evaluating success in achieving goals in service is clearly articulated and logical	*Developing* Program methods of evaluating success in a achieving goals in service is provided, but not sufficiently articulated	*Beginning* Program methods of evaluating success in achieving goals in service is unclear	No information provided	*Comments*
Current Assessment Report is attached	*Yes*	*No*	*Comments:*		
Curriculum					
Copy of current curriculum attached	Yes	No	*Comments*:		
Rational provided for changes in the curriculum during the last 7 years or since last program review	*Meets* Rationale for changes in curriculum during past 7 years is clearly articulated	*Developing* Rationale for changes in curriculum during past 7 years is insufficiently articulated	*Beginning* Rationale for changes in curriculum during past 7 years is unclear	No information provided	*Comments*
Methods to maintain curriculum currency is presented. .	*Meets* Methods are clearly analyzed and explained	*Developing* Methods are adequately explained	*Beginning* Methods are minimally explained	No information provided	*Comments*
The program features a capstone course or other culminating experience for students	Yes	No	*Comments:*		
The program is accredited	Yes	No	*Comments:*		
Name of accrediting body				*Comments:*	
Date of last accreditation review					
Date of next anticipated review					
Quality of Instruction					
Methods used to evaluate the quality of teaching are explained	*Meets* Methods for faculty evaluation are clearly articulated	*Developing* Methods for faculty evaluation are adequately addressed	*Beginning* Methods for faculty evaluation are minimally described	No information provided	*Comments:*
Incentives to reward faculty contributions to the teaching enterprise are explained	*Meets* Incentives to reward faculty contributions to the teaching	*Developing* Incentives to reward faculty contributions to	*Beginning* Incentives to reward faculty contributions to the teaching		

	enterprise evaluation are clearly articulated	the teaching enterprise evaluation are adequately addressed	enterprise evaluation are minimally described		
Professional development opportunities for improvement of teaching are explained	*Meets* Professional development opportunities for improvement of teaching are clearly articulated	*Developing* Professional development opportunities for improvement of teaching are adequately addressed	*Beginning* Professional development opportunities for improvement of teaching are minimally described		
College or department rubric for evaluation of teaching is attached	Yes	No	*Comments:*		
Academic Partnerships and Agreements					
A list of 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 is provided	*Yes*	*No*	*Comments:*		
Distance Learning					
Description of the program's experience with distance learning delivery is provided.	*Meets* Description of program's experiences with DL delivery is clearly articulated	*Developing* Description of program's experiences with DL delivery is adequately addressed	*Beginning* Description of program's experiences with DL delivery is minimally described	No information provided	*Comments:*
Description of the program's plans for distance learning delivery is provided.	*Meets* Description of program's plans for DL delivery is clearly articulated	*Developing* Description of program's plans for DL delivery is adequately addressed	*Beginning* Description of program's plans for DL delivery is minimally described		
Nontraditional Programmatic Initiatives					
Description of nontraditional formats or schedules for students is provided	*Meets* Description of program's nontraditional formats/schedules is clearly articulated	*Developing* Description of program's nontraditional formats/schedules is adequately addressed	*Beginning* Description of program's nontraditional formats/schedules is minimally described	No information provided	*Comments*
Research/Scholarship/Creative Productivity					

				No information provided	Comments
Description of faculty work, including consideration of how it compares to productivity seven year ago (or at the time of your last program review) is provided	*Meets* Description and analysis of faculty work and how it compares to last program review are comprehensive	*Developing* Description and analysis of faculty work and how it compares to last program review are adequate	*Beginning* Description and analysis of faculty work and how it compares to last program review are minimal		
The department rubric for faculty evaluation is included	Yes	No	*Comments*		
Economic and/or Cultural Development					
A description of how program faculty interact with industry, non-profit agencies, and/or governments in ways that contribute to regional or state economic or cultural development is provided	*Meets* Description of how program faculty interact with industry, non-profit agencies, and/or governments in ways that contribute to regional or state economic or cultural development is clearly articulated	*Developing* Description of how program faculty interact with industry, non-profit agencies, and/or governments in ways that contribute to regional or state economic or cultural development is adequately addressed	*Beginning* Description of how program faculty interact with industry, non-profit agencies, and/or governments in ways that contribute to regional or state economic or cultural development is minimally described	No information provided	*Comments:*
A description of how the programs fits with the FIRST Louisiana initiative is provided (in applicable)	*Meets* Description of how the programs fits with the FIRST Louisiana initiative is clearly articulated	*Developing* Description of how the programs fits with the FIRST Louisiana initiative is adequately addressed	*Beginning* Description of how the programs fits with the FIRST Louisiana initiative is minimally described	*N/A*	
Other Resources					
Description and evaluation of the program's spatial, library, travel, technology and equipment resources is provided	*Meets* Description and evaluation of the program's spatial, library, travel, technology and equipment resources is clearly articulated	*Developing* Description and evaluation of the program's spatial, library, travel, technology and equipment resources is adequately addressed	*Beginning* Description and evaluation of the program's spatial, library, travel, technology and equipment resources is minimally described	No information provided	*Comments:*
Previous Reports					

A list of any Board of Regents Progress Reports, Low-Completers documentation, Accreditation Reports from the last seven years is listed. Copies of these documents are attached to the report.	*Yes*	*No*	*Comments:*	
Strengths				
Three to five strengths (internal and external) are listed	*Meets* List of 3-5 program strengths is clearly articulated and comprehensive	*Developing* List of 3-5 program strengths is adequately addressed	*Beginning* List of 3-5 program strengths is minimally described	No information provided	*Comments:*
Weaknesses				
Three to five weaknesses (internal and external) are listed	*Meets)* List of 3-5 program weaknesses is clearly articulated and comprehensive	*Developing* List of 3-5 program weaknesses is adequately addressed	*Beginning* List of 3-5 program weaknesses is minimally described	No information provided	*Comments:*
Opportunities				
Three to five opportunities (internal and external) are listed	*Meets* List of 3-5 program opportunities clearly articulated and comprehensive	*Developing* List of 3-5 program opportunities adequately addressed	*Beginning* List of 3-5 program opportunities is minimally described	No information provided	*Comments:*
Threats				
Three to five threats (internal and external) are listed	*Meets* List of 3-5 program threats is clearly articulated & comprehensive	*Developing* List of 3-5 program threats is adequate	*Beginning* List of 3-5 program threats is minimally described	No information provided	*Comments:*
Action Plans				
Five to ten proposed actions are provided that address the challenges, weaknesses, or items of concerns or that will strengthen the program's faculty, student, facilities and other resources.	*Meets* List of 5-10 proposed actions is clearly articulated	*Developing* List of 5-10 proposed actions is adequately addressed	*Beginning* List of 5-10 proposed actions is minimally described	*Comments:*	
Information about new programs, certificates or minors that are anticipated proposed in the next few years is provided	*Meets* Information about new programs, certificates or minors that are anticipated proposed in the next few years is clearly articulated	*Developing* Information about new programs, certificates or minors that are anticipated proposed in	*Beginning* Information about new programs, certificates or minors that are anticipated proposed in the next few years is minimally described		

		the next few years is adequately addressed		

Revised 4.10.19 SPRC dmg

University of Louisiana at Lafayette

Strategic Program Review Rubric <u>GRADUATE</u>

Degree Name _____**Evaluator**_____**Date**_____

MISSION AND PEERS					
Program mission relationship to the Department, College, University mission and goals as articulated in the strategic plan of each.	*Meets* The mission statement is articulated and aligned to the University mission; Mission guides strategic planning; is clearly communicated and published in the institutional data system	*Developing* Program mission is articulated, but alignment to University mission is incomplete or in process OR the mission is not integral to strategic planning	*Beginning* Department or program has not articulated a formal mission statement and no strategic plan is provided.	No information	*Comments:*
Programs mission and values relate to the national context in this field.	*Meets* The mission statement is articulated and aligned to the University mission; Mission guides strategic planning; is clearly communicated and published in the institutional data system	*Developing* Program mission is articulated, but alignment to University mission is incomplete or in process OR the mission is not integral to strategic planning	*Beginning* Department or program has not articulated a formal mission statement and no strategic plan is provided.	No information	
Program or department's strategic plan is attached.	Yes	No	*Comments:*		
PEERS Peer Institutions are identified	Yes	No	*Comments:*		
STUDENTS					
Table 1. Enrollment over a 7-year cycle-all majors	*Meets* Increase in numbers	*Developing* Steady numbers	*Beginning* Fluctuating numbers	Decreasing numbers	*Comments:*
Table 2. Completers-course and graduation data over 7-year period	*Meets* Increase in numbers	*Developing* Steady numbers	*Beginning* Fluctuating numbers	Decreasing numbers	
Tables 3a. GR drop rates over 7-year period	*Meets* Decrease in numbers	*Developing* Steady numbers	*Beginning* Fluctuating numbers	Decreasing numbers	*Comments:*
Table 3b: GR fail rates over 7-year period	*Meets* Decrease in numbers	*Developing* Steady numbers	*Beginning* Fluctuating numbers	Decreasing numbers	*Comments:*
Table 3c. GR combined drop and fail rates over 7-year period	*Meets* Decrease in numbers	*Developing* Steady numbers	*Beginning* Fluctuating numbers	Decreasing numbers	*Comments:*

	Meets	Developing	Beginning		
Drop and failure rates are analyzed. A description of the courses that seem to be obstacles to progression through the program is provided. Strategies used to decreased identified problems are provided.	*Meets* Drop and failure rates are clearly analyzed and explained. Description obstacle courses is provided. Strategies used to decreased identified problems are provided.	*Developing* Drop and failure rates are adequately explained. No identification of obstacle courses and/or strategies to decease problems	*Beginning* Drop and failure rates are minimally explained. No identification of obstacle courses and/or strategies to decease problems	No information	*Comments:*
Table 4. Years to completion	*Meets* Data indicate consistent years to completion	*Developing* Data indicate inconsistent time to completion	*Beginning* Data indicate increasing years to completion	No information	
Trends in the programs enrollment, student persistence in the graduate program and student completion are analyzed and explained	*Meets* Trends in program enrollment, student persistence in major and student completion are clearly analyzed and explained	*Developing* Trends in program enrollment, student persistence in major and student completion are adequately explained	*Beginning* Trends in program enrollment, student persistence in major and student completion are minimally explained	No information	
Student Recruiting, Retention and Engagement					
Innovative actions taken to recruit highly qualified students are explained	*Meets* Actions taken to recruit highly qualified students are innovative and are clearly articulated	*Developing* Actions taken to recruit highly qualified students are adequately addressed	*Beginning* Actions taken to recruit highly qualified students are minimally described	No information provided	*Comments:*
Student engagement once admitted is explained	*Meets* Student engagement activities are clearly articulated	*Developing* Student engagement activities are adequately addressed	*Beginning* Student engagement activities are minimally described	No information provided	*Comments:*
A description of the most academically enriching experience your students have in the program is provided	*Meets* Most academically enriching experience for students is clearly articulated	*Developing* Most academically enriching experience for students is adequately addressed	*Beginning* Most academically enriching experience for students is minimally described	No information provided	*Comments:*
A description of opportunities for funded or unfunded graduate research projects is provided	*Meets* Description of UG research project funding is clearly articulated	*Developing* Description of UG research project funding is adequately addressed	*Beginning* Description of UG research project funding is minimally described	No information provided	*Comments:*
Table 5. Admissions to master's programs	*Meets* Data indicate increase in admissions	*Developing* Data indicate steady admission rate	*Beginning* Data indicate fluctuations in admissions	Decreasing admissions	*Comments:*
Table 6. Admission to doctoral program	*Meets* Data indicate increase in admissions	*Developing* Data indicate steady admission rate	*Beginning* Data indicate fluctuations in admissions	Decreasing admissions	*Comments:*

Graduate Student Assistantships					
Table 7.	*Meets* Data indicate increase in support for master's students	*Developing* Data indicate steady support for master's students	*Beginning* Data indicate fluctuations in support for master's students	Decreasing support	*Comments:*
Table 8	*Meets* Data indicate increase in support for doctoral students	*Developing* Data indicate steady support for doctoral students	*Beginning* Data indicate fluctuations in support for doctoral students	Decreasing support	*Comments:*
Post-Graduate Employment					
Data is provided regarding disposition of graduates within their first 1-5 years after graduation.	*Meets* Complete data on program graduates within first 1-5 years after graduation is clearly presented	*Developing* Complete data on program graduates within first 1-5 years after graduation is adequately described.	*Beginning* Data on program graduates is minimally described.	No information	*Comments:*
Information is provided regarding employment demands for graduate with this major	*Meets* Complete data on employment demands are clearly presented	*Developing* Complete data on employment demands are adequately addressed	*Beginning* Data on employment demands is minimally described.	No information	*Comments:*
Information is provided regarding the future outlook for employment within this major	*Meets* Complete data on employment demands are clearly presented	*Developing* Complete data on employment demands are adequately addressed	*Beginning* Data on employment demands is minimally described.	No information	*Comments:*
Reaction to charging differential tuition or extra fees to students	*Yes*	*No*	*Comments:*		
Are any of your graduates worthy candidates for the University's Outstanding Alumni awards?	*Yes*	*No*	*Comments:*		
Student Satisfaction and Other Surveys					
Information is provided from exit interviews, student satisfaction and other surveys that indicate student attitudes toward and perceptions of their educational experience in this degree program.	*Meets* Information from surveys and/or interviews regarding student attitudes and perceptions of the educational experience in the degree program is clearly articulated.	*Developing* Information from surveys and/or interviews regarding student attitudes and perceptions of the educational experience in the degree program is adequately addressed.	*Beginning* Information from surveys and/or interviews regarding student attitudes and perceptions of the educational experience in the degree program is minimally described	No information	*Comments:*

Copy of exit interview is attached.	*Yes*	*No*	*Comments:*		
Copy of any survey or instrument used by the department to measure student attitudes toward and perceptions of their educational experience in this degree program.	*Yes*	*No*	*Comments:*		
PROGRAM DATA					
Assessment					
Program evaluation of success in achieving goals in student learning	*Meets* Program methods of evaluating success in achieving goals in student learning is clearly articulated and logical	*Developing* Program methods of evaluating success in a achieving goals in student learning is provided, but not sufficiently articulated	*Beginning* Program methods of evaluating success in achieving goals in student learning is unclear	No information	*Comments:*
Program evaluation of success in achieving goals in scholarship/research	*Meets* Program methods of evaluating success in achieving goals in scholarship/research is clearly articulated and logical	*Developing* Program methods of evaluating success in a achieving goals in scholarship/research is provided, but not sufficiently articulated	*Beginning* Program methods of evaluating success in achieving goals in scholarship/research is unclear	No information	*Comments:*
Program evaluation of success in achieving goals in service	*Meets* Program methods of evaluating success in achieving goals in service is clearly articulated and logical	*Developing* Program methods of evaluating success in a achieving goals in service is provided, but not sufficiently articulated	*Beginning* Program methods of evaluating success in achieving goals in service is unclear	No information	*Comments:*
Curriculum					
Copy of current curriculum attached	Yes	No	*Comments*:		
Rational provided for changes in the curriculum during the last 7 years or since last program review	*Meets* Rationale for changes in curriculum during past 7 years is clearly articulated	*Developing* Rationale for changes in curriculum during past 7 years is insufficiently articulated	*Beginning* Rationale for changes in curriculum during past 7 years is unclear	No information	*Comments:*
Methods to maintain curriculum currency are presented.	*Meets* Methods are clearly analyzed and explained	*Developing* Methods are adequately explained	*Beginning* Methods are minimally explained	No information	*Comments:*
Other curricular requirements (language proficiency requirements, time to completion of thesis and dissertation, comprehensive exams, etc.) are	*Meets* Clear explained	Developing Adequately explained	Beginning Minimally explained	No information	*Comments:*

described. Obstacles to progression through the program are identified.					
The program is accredited	*Yes*	*No*	*Comments:*		
Name of accrediting body					
Date of last accreditation review					
Date of next anticipated review					
Quality of Instruction					
Methods used to evaluate the quality of graduate teaching are explained	*Meets* Methods for faculty evaluation are clearly articulated	*Developing* Methods for faculty evaluation are adequately addressed	*Beginning* Methods for faculty evaluation are minimally described	No information	*Comments:*
Incentives to reward faculty contributions to the graduate teaching enterprise are explained	*Meets* Incentives to reward faculty contributions to the teaching enterprise evaluation are clearly articulated	*Developing* Incentives to reward faculty contributions to the teaching enterprise evaluation are adequately addressed	*Beginning* Incentives to reward faculty contributions to the teaching enterprise evaluation are minimally described	No information	*Comments:*
Professional development opportunities for improvement of graduate teaching are explained	*Meets* Professional development opportunities for improvement of teaching are clearly articulated	*Developing* Professional development opportunities for improvement of teaching are adequately addressed	*Beginning* Professional development opportunities for improvement of teaching are minimally described	No information	*Comments:*
Academic Partnerships and Agreements					
A list of 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 is provided	*Yes*	*No*	*Comments:*		
Distance Learning					
Description of the program's experience with distance learning delivery is provided.	*Meets* Description of program's experiences with DL delivery is clearly articulated	*Developing* Description of program's experiences with DL delivery is adequately addressed	*Beginning* Description of program's experiences with DL delivery is minimally described	No information	*Comments:*
Description of the program's plans for distance learning delivery is provided.	*Meets*	*Developing*	*Beginning*	No information	*Comments:*

	Description of program's plans for DL delivery is clearly articulated	Description of program's plans for DL delivery is adequately addressed	Description of program's plans for DL delivery is minimally described		

Nontraditional Programmatic Initiatives					
Description of nontraditional formats or schedules for students is provided	*Meets* Description of program's nontraditional formats/schedules is clearly articulated	*Developing* Description of program's nontraditional formats/schedules is adequately addressed	*Beginning* Description of program's nontraditional formats/schedules is minimally described	No information	*Comments:*

PROGRAM DATA: FACULTY					
Faculty Resources					
Trends, successes and challenges in staffing the graduate program is described and analyzed.	*Meets* Description and analysis of trends, successes and challenges in staffing the program is comprehensive	*Developing* Description and analysis of trends, successes and challenges in staffing the program are adequate	*Beginning* Description and analysis of trends, successes and challenges in staffing the program is minimal	No information	*Comments:*
The process for determining teaching loads is provided	*Meets* Methods for determining teaching loads are clearly articulated	*Developing* Methods for determining teaching loads are adequately described	*Beginning* Methods for determining teaching loads are minimally described	No information	*Comments:*
How and how often faculty teaching loads are re-evaluated process is described	*Meets* Description of process for teaching load re-evaluation is clearly articulated	*Developing* Description of process for teaching load re-evaluation is adequate	*Beginning* Description of process for teaching load re-evaluation is minimal	No information	*Comments:*

Research/Scholarship/Creative Productivity					
Description of faculty work, including consideration of how it compares to productivity seven year ago (or at the time of your last program review) is provided	*Meets* Description and analysis of faculty work and how it compares to last program review are comprehensive	*Developing* Description and analysis of faculty work and how it compares to last program review are adequate	*Beginning* Description and analysis of faculty work and how it compares to last program review are minimal	No information	*Comments:*
Description of record of external funding, peer-reviewed publications and/or creative productions is provided	*Meets* Description of record of external funding, peer-reviewed publications and/or creative productions is comprehensive	*Developing* Description of record of external funding, peer-reviewed publications and/or creative productions is adequate	*Beginning* Description of record of external funding, peer-reviewed publications and/or creative productions is minimal	No information	*Comments:*
The department rubric for faculty evaluation is included	Yes	No	*Comments:*		

Economic and/or Cultural Development					

A description of how program faculty interact with industry, non-profit agencies, and/or governments in ways that contribute to regional or state economic or cultural development is provided	*Meets* Description of how program faculty interact with industry, non-profit agencies, and/or governments in ways that contribute to regional or state economic or cultural development is clearly articulated	*Developing* Description of how program faculty interact with industry, non-profit agencies, and/or governments in ways that contribute to regional or state economic or cultural development is adequately addressed	*Beginning* Description of how program faculty interact with industry, non-profit agencies, and/or governments in ways that contribute to regional or state economic or cultural development is minimally described	No information	*Comments:*
A description of how the programs fits with the FIRST Louisiana initiative is provided (in applicable).	*Meets* Description of how the programs fits with the FIRST Louisiana initiative is clearly articulated	*Developing* Description of how the programs fits with the FIRST Louisiana initiative is adequately addressed	*Beginning* Description of how the programs fits with the FIRST Louisiana initiative is minimally described	No information	*Comments:*
Other Resources					
Description and evaluation of the program's spatial, library, travel, technology and equipment resources is provided	*Meets* Description and evaluation of the program's spatial, library, travel, technology and equipment resources is clearly articulated	*Developing* Description and evaluation of the program's spatial, library, travel, technology and equipment resources is adequately addressed	*Beginning* Description and evaluation of the program's spatial, library, travel, technology and equipment resources is minimally described	No information	*Comments:*
Previous Reports					
A list of any Board of Regents Progress Reports, Low-Completers documentation, Accreditation Reports from the last seven years is listed. Copies of these documents are attached to the report.	*Yes*	*No*	*Comments*		
Strengths					
Three to five strengths (internal and external) are listed	*Meets* List of 3-5 program strengths is clearly articulated and comprehensive	*Developing* List of 3-5 program strengths is adequately addressed	*Beginning* List of 3-5 program strengths is minimally described	No information	*Comments:*
Weaknesses					

Three to five weaknesses (internal and external) are listed	*Meets)* List of 3-5 program weaknesses is clearly articulated and comprehensive	*Developing* List of 3-5 program weaknesses is adequately addressed	*Beginning* List of 3-5 program weaknesses is minimally described	No information	*Comments:*
Opportunities					
Three to five opportunities (internal and external) are listed	*Meets* List of 3-5 program opportunities clearly articulated and comprehensive	*Developing* List of 3-5 program opportunities adequately addressed	*Beginning* List of 3-5 program opportunities is minimally described	No information	*Comments:*
Threats					
Three to five threats (internal and external) are listed	*Meets* List of 3-5 program threats is clearly articulated & comprehensive	*Developing* List of 3-5 program threats is adequate	*Beginning* List of 3-5 program threats is minimally described	No information	*Comments:*
Action Plans					
Five to ten proposed actions are provided that address the challenges, weaknesses, or items of concerns or that will strengthen the program's faculty, student, facilities and other resources.	*Meets* List of 5-10 proposed actions is clearly articulated	*Developing* List of 5-10 proposed actions is adequately addressed	*Beginning* List of 5-10 proposed actions is minimally described	No information	*Comments:*
Information about new programs, certificates or minors that are anticipated proposed in the next few years is provided	*Meets* Information about new programs, certificates or minors that are anticipated proposed in the next few years is clearly articulated	*Developing* Information about new programs, certificates or minors that are anticipated proposed in the next few years is adequately addressed	*Beginning* Information about new programs, certificates or minors that are anticipated proposed in the next few years is minimally described	No information	*Comments:*

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