**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\***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **FA05** | **FA06** | **FA07** | **FA08** | **FA09** | **FA10** | **FA11** | **FA12** | **FA13** | **FA14** |
| **Master’s Level** |  |  |  |  |  |  |  |  |  |  |
| **Master’s Concentration #1** |  |  |  |  |  |  |  |  |  |  |
| **Master’s Concentration #2** |  |  |  |  |  |  |  |  |  |  |
| **Doctoral Level** |  |  |  |  |  |  |  |  |  |  |
| **Doctoral Concentration #1** |  |  |  |  |  |  |  |  |  |  |
| **Doctoral Concentration #2** |  |  |  |  |  |  |  |  |  |  |
| **Certificate Program** |  |  |  |  |  |  |  |  |  |  |
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**\* Extra rows are for additional concentrations.**

**Table 2: Completers - Course and Graduation Data\***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2005-06** | **2006-07** | **2007-08** | **2008-09** | **2009-10** | **2010-11** | **2011-12** | **2012-13** | **2013-14** |
| **AY Graduates Master’s Program** |  |  |  |  |  |  |  |  |  |
| **AY Graduates Master’s Concentration #1**  |  |  |  |  |  |  |  |  |  |
| **AY Graduates Master’s Concentration #2\*** |  |  |  |  |  |  |  |  |  |
| **AY Graduate Certificate Program(s)** |  |  |  |  |  |  |  |  |  |
| **AY Graduates Doctoral Program** |  |  |  |  |  |  |  |  |  |
| **AY Graduates Doctoral Concentration #1** |  |  |  |  |  |  |  |  |  |
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**\* Extra rows are for additional concentrations.**

**Table 3: Graduate Course Drop and Fail Rates, AY 05-06 to AY 13-14**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of course** | **Drop rates of at least 40% (grades of “W”)** | **Fail rates of at least 35% (grades of “F”)** | **Combined drop and fail rates of at least 40% (grades of “W” and grades of “F”)** |
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**Table 4: Years to Completion**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2008-09** | **2009-10** | **2010-11** | **2011-12** | **2012-13** |
| **Average Years to Completion Master’s Level by Annual Cohort** |  |  |  |  |  |
| **Average Years to Completion Doctoral Level by Annual Cohort** |  |  |  |  |  |

**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 that 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 5 and/or Table 6 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 5: 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** |
| **2012 - 13** |  |  |  |  |  |  |
| **2011 - 12** |  |  |  |  |  |  |
| **2010 - 11** |  |  |  |  |  |  |
| **2009 - 10** |  |  |  |  |  |  |
| **2008 - 09** |  |  |  |  |  |  |

**Table 6: 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** |
| **2012 - 13** |  |  |  |  |  |  |
| **2011 - 12** |  |  |  |  |  |  |
| **2010 - 11** |  |  |  |  |  |  |
| **2009 - 10** |  |  |  |  |  |  |
| **2008 - 09** |  |  |  |  |  |  |

**Graduate Students/Assistantships.** Using the table(s) below (Tables 7 and/or 8), 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 7: 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** |
| **2012 - 13** |  |  |  |  |  |  |

**Table 8: 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** |
| **2012 - 13** |  |  |  |  |  |  |

**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?

**Non-traditional 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. Include in the report the rubrics used by the department to evaluate faculty performance.

**Economic and/or Cultural 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 or cultural 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 [[1]](#endnote-1)**

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**
1. Based on IPEDS profiles and approved by the Board of Regents in 2008 [↑](#endnote-ref-1)