



LOUISIANA BOARD OF REGENTS
Division of Academic Affairs

Guidelines for Academic Program Evaluation

Respond and comment as fully as possible. (If evaluating a proposal by mail, do not answer questions that require on-site observation.)

A. Program Design

1. To what extent does the proposed breadth of course offerings represent a broad, well-integrated knowledge of the discipline?
2. If the program is interdisciplinary, to what extent is it coherent as a program?
3. How well does this program take into account the way the discipline or field is moving?
4. How well do the requirements (curriculum, thesis) suit the program? Are they appropriate for a program of high quality?
5. If the proposed degree is mainly for transfer purposes, have transfer/articulation agreements with proximate institutions been established adequately?
6. How do the program's history and/or design reflect upon its viability and growth?
7. For an **existing** program: What has been the evaluation of the program over recent years? Has it been extensive and critical enough to maintain standards or improvement?
8. Does the program use alternate, creative forms of delivery (i.e., distance learning technologies)? Please address the utility of online and/or interactive video approaches in offering educational opportunities in the proposed program.

B. Need

1. To what extent do the region, state, or nation need students in this discipline, at this level, at this time?
2. To what extent is this program likely to address these needs effectively?

C. Students

1. How realistic are enrollment projections?
2. Is there an adequate supply of qualified students in the area? Is there enough financial support to attract able students in competition with other institutions?
3. What specific attention is being given to recruiting minority and female students? Are there special funds available for such students? What success has there been in these efforts?
4. If the program has a special interest in developing the academically disadvantaged through provisional admissions or other methods, are the ultimate standards for measuring the performance of such students equal to the normal standards? How soon are unsuccessful

students removed from the program?

For an existing program:

5. Is the rate of progress of students to their degree satisfactory? If not, why not? Is the rate of attrition too great? If so, what is its cause?
6. How well do the students interact with and stimulate each other intellectually?
7. Are students provided with enough and supervised teaching experience? Do their teaching assignments contribute effectively toward their mastery of the field?
8. Does the record of employment placement of graduates correspond to the institutional objectives and type of program? If not, what are the differences?
9. What is the level of performance required in courses, and on qualifying and candidacy exams? What is the caliber of theses (by each area) completed during the past five years?

D. Faculty

1. To what extent is the faculty's knowledge and understanding of their areas thorough and up-to-date? Can they cover the proposed range of courses now, adequately?
2. What is the caliber of its research and publication? How important to the field is the work being done?
3. Is the faculty generally recognized nationally, by appointment to national honorary bodies, committee work, editorial service, or by other recognition?
4. Are they enthusiastically involved in their work? Do they project their enthusiasm?
5. What is the caliber of their teaching? Is excellence in teaching a major consideration in decisions about salary, promotion, and tenure?
6. How do the students rate the faculty as teachers, advisors, and research leaders?
7. Is adequate faculty guidance available for students with regard to employment possibilities and opportunities? If not, why is it lacking?
8. What is your evaluation of tenure and recruitment practices?
9. Has the department been successful in its faculty recruitment and retention goals?

E. Resources

1. To what extent are present library holdings adequate to initiate the proposed program?
2. What are the limitations of the library holdings in each sub-discipline in which graduate seminars or degree options are offered and theses directed?
3. Are plans to improve the library's holdings adequate and realistic?
4. To what extent are facilities and services adequate for the purposes of the program? If not, what particular inadequacies do you detect?
5. Are facilities and services adequate for the future plans of the department?

F. Administration

Is the proposed administrative structure appropriate? Are there any obvious advantages or disadvantages to this proposed structure?

G. Accreditation

Is information on specialized, programmatic accreditation presented? Per Academic Affairs Policy 2.13 *Program Accreditation*, are Regents' accreditation requirements addressed (if applicable)?

H. Related Fields

Does the program have sufficient support from related fields or programs? If not, indicate to what extent sufficient support is needed.

I. Costs

1. Is the proposed budget sufficient to launch a quality program?
2. Is the amount of financial support available sufficient to sustain the program at high quality?
3. Is it likely that adequate financial support will continue to be available to the program from external sources?
4. Is institutional support firmly enough committed for the program to continue at high quality?

J. General Assessment, Comments, and Suggestions

1. Is the program realistic?
2. What are this program's notable strong and weak points?
3. Please make any comments regarding aspects of the program not covered in this review which you think should be described.