

JANUARY 30, 2024

# UT Rio Grande Valley

## SELF-STUDY REPORT REQUIREMENTS

OUTLINE, TABLES AND DOCUMENTS

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## Self-Study Report Overview

The self-study is a comprehensive report that examines the status of the academic unit and its programs based on its activities and achievements since the previous review. The self-study must contain enough information for a preliminary evaluation of the academic unit's quality and serves as a starting point for the external reviewers' in-depth review of the academic unit and its program. This document should identify strengths and weaknesses in curriculum and instruction, student quality, educational outcomes, research activities and funding levels, resource availability and needs, and special features or services provided by the program. The self-study should also serve as a vehicle by which the academic unit can plan and align to the University's strategic plan. Thus, the self-study should include mechanisms for solving current and projected problems, for building on current strengths, and for maximizing opportunities that are likely to develop within the academic unit and its program disciplines.

The self-study report will follow the outline below with variations as needed by discipline, degree levels offered, and other appropriate variables. **Part I**, the academic unit section, is to be completed by the academic unit as a whole; however, the author should use headers and sub-headers as appropriate to organize content by program. **Part II**, Academic Program, is to be completed by each academic program as defined by the Annual Program Review guidelines. Institutionally held data and documents will be provided to complete certain sections of the self-study; however, other data and documents will need to be collected by the academic units and its programs. The academic unit is encouraged to include other relevant evidence as appropriate. After preparation of the self-study using a text file (i.e., MSWord), the self-study and supporting documentation will be uploaded in the Watermark Planning and Self-study (PSS) system.

### **PART I: The Academic Unit**

*[To be completed by the academic unit as a whole]*

#### I. Academic Unit Description

##### a. Overview of the Academic Unit

- i. Provide a brief overview and history of the academic unit.

#### **Academic Unit Documents to Include in this Section:**

- College and department organizational chart

##### b. Strategic Plan of the Academic Unit

- i. Describe and provide the academic unit's strategic plan. Describe how the unit's strategic plan, mission, goals, etc. align with the university's and college's strategic plan.

#### **Academic Unit Documents to Include in this Section:**

- Department's mission statement and strategic plan.

##### c. Academic Programs in the Academic Unit

- i. Identify the academic programs in the academic unit.

## II. Faculty Profile

### a. Overview of the Academic Unit's Faculty

- i. Provide a brief overview and history of the faculty in the academic unit.

### b. Faculty in the Academic Unit

- i. Provide number of full-time and part-time faculty in the academic unit by rank and program affiliation.
- ii. Describe the trends in the number of faculty and provide relevant context/background. Include efforts to recruit or retain faculty.

#### **Academic Unit Data to Embed in this Section:**

**Number of faculty** – number of faculty in the academic unit by full- and part-time status and rank and program affiliation.

Program affiliation:		
Full-time Faculty	Number	Percent
Non-tenure track		
Tenure track		
Tenured		
Part-time Faculty		

### c. Faculty Demographics

- i. Describe the trends in faculty demographics and provide relevant context/background.

#### **Institutional Data to Embed in this Section:**

**Faculty Demographics**– number and percent of full-time and part time faculty by gender and ethnicity (White, Hispanic, Black or African American, Asian, American Indian or Alaskan Native, International, Unknown or Not Reported, Native Hawaiian or Other Pacific Islander), and age. **[to be provided by Office of Curriculum & Institutional Assessment]**

	Full-time Faculty		Part-time Faculty	
	Number	Percent	Number	Percent
<b>Total Faculty</b>				
<b>Gender</b>				
<b>Ethnicity</b>				
<b>Age Group</b>				

**d. Faculty Qualifications**

- i. Provide the faculty roster with faculty name, credentials, and courses taught in the most recent semesters.
- ii. Describe faculty qualifications as established through hiring expectations and provide relevant context/background.
- iii. Describe current searches for vacancies in the academic unit and provide the profile of the ideal candidate or the need for the position.
- iv. Provide an overview of the tenure and promotion policies, annual policies and workload policies of the academic unit.

**Institutional Documents to Include in this Section:**

- Faculty rosters **[to be provided by Office of Institutional Accreditations from Digital Measures]**.

**Academic Unit Documents to Include in this Section:**

- Faculty CVs
- Example of postings for faculty vacancies in the academic unit
- Tenure and promotion policy
- Annual review policy
- Workload policy

### III. Faculty Achievements

#### a. Faculty Publications or Other Scholarly Productivity/Creative Activities

- i. Describe the trends in faculty publications and provide relevant context/background. Include efforts to maintain or increase the number of publications per year.

#### **Academic Unit Data to Embed in This Section:**

**Faculty Publications/Activities**—number of discipline-related refereed publications, books, and book chapters; juried creative/performance accomplishments, and notices of discoveries filed/patents per faculty for the three most recent years. Part-time faculty are not included. It is at the discretion of the program to provide additional tables to disaggregate data by program or individual faculty. **[information from program the academic unit, may be available in Digital Measures]**

	AY	AY	AY
Number of Faculty			
Number of Faculty Publications (expand to breakdown by publication type as needed)			
Number of Presentations			
Number of Awards			
Number of Other Accomplishments (expand to breakdown by accomplishment type as needed)			

#### b. Faculty External Grants

- i. Describe the trends in external grants and provide relevant context/background. Include efforts to maintain or increase the number of grants obtained.

#### **Academic Unit Data to Embed in this Section:**

**Faculty External Grants**—number of faculty in the academic unit, number of faculty receiving external grant funds, average number of faculty receiving external funds and total external funds per academic year for the three most recent years. Part-time faculty are not included. It is at the discretion of the program to provide additional tables to disaggregate data by program or individual faculty. **[information from program the academic unit, may be available in Digital Measures]**

	AY	AY	AY
Number of faculty			
Number of Faculty Receiving External Funding			

Average Number of Faculty Receiving Funds			
Total External Funds Per Year			

**c. Other Faculty Achievements**

- i. Summarize faculty achievements not covered above including awards, honors, and professional and public service. [**Note:** This can be described in narrative form and an additional table may be included in the self-study]

**Academic Unit Data to Embed in this Section (optional table):**

	AY	AY	AY
Number of faculty			
Number of Faculty - Achievement Type			
Number of Faculty - Achievement Type			
Number of Faculty - Achievement Type			

## IV. Faculty Teaching, Development, and Service

## a. Faculty Teaching Load

- i. Describe the trends in teaching load and provide relevant context/background. Include efforts to maintain, reduce or increase teaching load. [**Note:** Teaching load is the measure how many semester credit hours are taught by full-time faculty and part-time faculty].

**Institutional Data to Embed in this Section:**

**Faculty Teaching Load** – information regarding the total number of SCH taught divided by the number of faculty (full-time or part-time) for each of the three most recent fall terms. [**to be provided by Office of Curriculum & Institutional Assessment**]

	Fall	Fall	Fall
Number of Full-time Faculty Teaching Courses			
Number of SCH Taught by Full-time Faculty			
Average SCH Taught by Full-time Faculty			
Number of Part-time faculty teaching Courses			
Number of SCH Taught by part-time faculty			
Average Number of SCH taught by Part-time Faculty			
Total number of Course Program SCH			

## b. Student/Faculty Ratio and Class Size

- i. Describe the trends in the student/faculty ratio in the academic unit. [**Note:** Student faculty ratio is a measure of how many faculty there are in an academic unit for every student enrolled in a program in the academic unit. Lower ratios usually, but not always indicate smaller class sizes].

**Institutional Data to Embed in this Section:**

**Student - Faculty Ratio** - full-time student equivalents to the full-time faculty equivalents for each of the three most recent fall terms. [**to be provided by Office of Curriculum & Institutional Assessment**]

	Fall	Fall	Fall
Number of Full-time Faculty			



Number of Part-time Faculty			
Full-time Faculty FTE			
Number of Full-time Students			
Number of Part-time Students			
Full-time Student FTE			
Student – Faculty Ratio (e.g., 10 students to 1 faculty or 10:1)			

- ii. Describe the trends in class size in the academic unit.

**Institutional Data to Embed in this Section:**

**Class Size** – average class size for undergraduate lower-level courses, undergraduate upper-level courses, master’s courses and doctoral courses for the three most recent fall terms. **[to be provided by Office of Curriculum & Institutional Assessment]**

	Fall	Fall	Fall
Number of Faculty Teaching Lower-level Courses			
Average Class Size for UG Lower-level Classes			
Number of Faculty Teaching Upper-Level Courses			
Average Class Size for UG Upper-level Classes			
Number of Faculty Teaching Master’s Classes			
Average class size for Master’s Classes			

- iii. Describe the trends in student/faculty ratio and class size relative to generally accepted standards (in the discipline, to similar academic units at peer institutions, etc).

iv. Describe efforts to maintain, reduce or increase faculty/student ratio and class size.

**c. Faculty Teaching Evaluation Methods**

- i. Describe methods (instrument, frequency, etc.) used to evaluate the quality of teaching.
- ii. Describe the general quality of teaching of faculty in the academic unit.
- iii. Describe efforts to improve the quality of teaching in the academic unit.

**Academic Unit Documents to Include in this Section:**

- Teaching evaluation instruments
- Redacted course evaluation reports (optional, or include data as table)

**d. Faculty Development**

- i. Describe faculty development programs within the unit, college, or institution available to faculty (e.g., travel funding, release time for research/scholarly/creative activity, developmental leaves, speakers, conferences).

**Academic Unit Documents to Include in this Section:**

- Evidence of available faculty development opportunities (optional, or include as a table)

**e. Faculty Community and Public Service**

- i. Describe activities that the academic unit provides in the community for the purpose of sharing knowledge or information, e.g., faculty presentations in the community, etc.

**Academic Unit Documents to Include in this Section:**

- Evidence of community/public service (optional, or include as a table)

## V. Academic Unit Resources

### a. Overview of Fiscal Resources Available to the Academic Unit

- i. Provide a brief overview and history of the fiscal resources available to the academic unit.

#### **Academic Unit Documents to Include in this Section:**

- Spreadsheet or another document with the academic unit's budget (or include as a table)

### b. Facilities and Equipment Supporting the Academic Unit

- i. Describe the quality and of the current instructional facilities and equipment available to the academic unit and its programs.
- ii. Discuss any plans for acquiring facilities and equipment

#### **Academic Unit Documents to Include in this Section:**

- Images of special equipment/classrooms or other resources available to academic unit (optional)

### c. Finances and Resources Supporting the Academic Unit

- i. Discuss the institutional budget for the academic unit including additional financial resources available to the unit and its programs including but not limited to endowments and gift accounts.
- ii. Describe how decisions are made regarding the use of funds available to the academic unit.
- iii. Discuss any plans for increasing resources.

### d. Library Holdings and Allocations

- i. Describe strengths and adequacy of library holdings and allocations for the unit to fulfill the teaching and research mission.

#### **Institutional Documents to Include in this Section:**

- Assessment of Library Holdings supporting the disciplines in the academic unit **[to be provided by the university library]**

### e. Academic Unit Administration

- i. Describe the academic unit and its programs administrative infrastructure and its appropriateness for its missions and goals.
- ii. Provide a description of the qualifications of the administrators/faculty leading the academic unit and its program.

#### **Academic Unit Documents to Include in this Section:**

- CV for department chair or school director
- CVs for Program Coordinators

### f. Support Staff

- i. Describe the support staff assigned to the academic unit and college/school staff that support the academic unit.

**Academic Unit Documents to Include in this Section:**

- CVs for support staff
- g. Developmental Resources**
    - i. Describe special resources available through endowments and gifts and discuss plans to expand these resources.
  - h. College Resources Supporting the Academic Unit**
    - i. Describe any resources available to the department through the college's budget (if applicable).

VI. Conclusions and Recommendations

**a. Strengths**

i. Describe the academic unit's strengths.

**b. Weaknesses**

i. Describe the academic unit's weaknesses.

**c. Opportunities**

i. Describe the academic unit's opportunities.

**d. External Challenges**

i. Describe the academic unit's external challenges.

**e. Improvements**

i. Describe the academic unit's plans for improvement for the next 5 and 10 years.

## **PART II: Academic Program**

*[To be completed by each major in the academic unit]*

### I. Curriculum Profile

- a. **Program name and concentrations, delivery modes, etc.**
  - i. List the name of the program, the CIP code, the level of the program, the variation in delivery mode, and any information related to distance education or off-campus offerings.
- b. **Programs goals and objectives**
  - i. Describe the program goals and objectives. [**Note:** These are not the specific student learning outcomes, but the broad goals and objectives of the program].
  - ii. Distinguish between aspects of the curriculum that are standard for the field and aspects that are unique to the program (e.g., unique electives, concentrations, specialties, etc.).
  - iii. Indicate if the program is designed to have a particular regional focus (if applicable).
- c. **Program Duration in Comparison to Peer and Aspirant Programs**
  - i. List peer programs in the state and nation (if applicable).
  - ii. List aspirants programs in the state and nation (if applicable).
  - iii. Describe the duration/length of the UTRGV program.
  - iv. Compare the program's duration/length to those of aspirant and peer programs. [**Note:** Peer institutions have similar missions, programs, and research expenditures.]

### **Program Data to Include in this Section:**

**Peer programs** – length of the program compared to peer programs as identified by the program faculty.

	Duration of the Program in SCH
UTRGV	
Peer Program 1	
Peer Program 2	
Peer Program 3	

### **Program Data to Include in this Section:**

**Aspirant Programs** – length of the program compared to aspirant programs as identified by the program faculty.

	Duration of the Program in SCH
UTRGV	
Aspirant Program 1	
Aspirant Program 2	
Aspirant Program 3	

**d. Program Curriculum in Comparison to Peer and Aspirant Programs**

- i. Describe the program including program content, program coherence, and program admissions criteria.

**Institutional Documents to Include in this Section:**

- Degree plan/program of study from the catalog **[to be provided by the Office of Curriculum and Institutional Assessment]**
- Course inventory **[to be provided by the Office of Curriculum and Institutional Assessment]**

**Program Documents to Include in this Section:**

- Advising documents used by the program (e.g., undergraduate roadmaps, handbooks, etc.)
- Course Syllabi

- ii. Compare the program curriculum to those of aspirant and peer programs.

**Program Data to Include in this Section:**

**Degree requirements for UTRGV program compared to peers and aspirants** (optional but recommended) - compare required courses, prescribed electives, and other requirements.

**Peer Programs**

	UTRGV Program Hours	Peer Program Hours	Peer Program Hours	Peer Program Hours
Required courses				
Prescribed Electives				
Free Electives				
Other Requirements				

**Aspirant Program**

	UTRGV Program Hours	Aspirant Program Hours	Aspirant Program Hours	Aspirant Program Hours
Required courses				
Prescribed Electives				
Free Electives				
Other Requirements				

**Admission Requirements for UTRGV Program Compared to Peer and Aspirant Programs –**  
recommended for graduate programs.

	<b>UTRGV</b>	<b>Peer Program</b>	<b>Peer Program</b>	<b>Peer Program</b>
<b>Admission Requirements</b>				
		<b>Aspirant Program</b>	<b>Aspirant Program</b>	<b>Aspirant Program</b>



## II. Curriculum Development, Coordination and Delivery

### a. Curriculum Development and Coordination

- i. Describe the general process for developing or making changes to the curriculum.
- ii. Describe the role of faculty in the coordination of the program.
- iii. Describe the strategies used by the academic program to ensure that the program's course inventory is appropriately maintained and remains relevant (e.g., adding or deleting courses, revising prerequisites).

#### **Program Documents to Include in this Section:**

- Faculty Governance documents demonstrating faculty role in maintaining the curriculum (e.g., HOP policies, college policies, etc.)
- Examples of meeting minutes documenting faculty review of the curriculum (optional)
- Course schedule rotation for three most recent years (or include as table)

### b. Delivery of the program and courses

- i. Describe how program content is offered (campus; mode of delivery, scheduling, timing).
- ii. Describe how delivery decisions are made.
- iii. Provide evidence of sufficient offerings and balance among the various specialties to meet student needs, interests, and market demands, i.e., sufficient breadth of course offerings as well as sufficient depth for specialization. Use pertinent local, state, national, and international studies demonstrating the need for the program's graduates and changes in market demand to justify response.

#### **Program Documents to Include in this Section:**

- Course schedule rotation for three most recent years (or include as table)

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### III. Assessment of Student Learning Outcomes

#### a. Learning Outcomes

- i. Describe student learning outcomes for the program.
- ii. Describe the comprehensive student learning outcomes assessment plan.
- iii. Describe how student learning outcomes are identified, revised and maintained.

#### b. Learning Outcomes Reports and Data

- i. Provide five years of student learning outcomes assessment reports as an attachment.
- ii. Analyze outcomes assessment findings for the five years and describe how the assessment findings have been used to improve the program.

#### **Program Documents to Include in this Section**

- Program comprehensive assessment plan
- Program annual assessment reports
- Program improvement reports

## IV. Student Profile

## a. Student Enrollment

- i. Provide the number of declared majors in the academic program. **[Note:** Programs with concentrations may provide enrollment data disaggregated by concentration.]
- ii. Describe the trends in the number of declared majors enrolled and provide relevant context. Include efforts to recruit students.

**Institutional Data to Include in this Section:**

**Student enrollment** – fall semester number of students declared in the academic program for the five most recent years. **[available from Institutional Dashboards]**

	Fall	Fall	Fall	Fall	Fall
<b>Enrollment</b>					

## b. Full-time students

- i. Provide the number and percentage of full-time students (required for doctoral programs only).
- ii. Describe the trends in the percentage of full-time students. Include any efforts to increase the percentage of full-time students.

**Institutional Data to Include in this Section:**

**Full-time students** – number and percentage of full-time and part-time students for the five most recent years. **[available from Institutional Dashboards]**

	Fall	Fall	Fall	Fall	Fall
<b>Number of Full-time Students</b>					
<b>Number of Part-time students</b>					
<b>% of Full-time Student</b>					

## c. Student Demographics

- i. Describe the trends in student demographics and provide relevant context/background.

**Institutional Data to Include in this Section:**

**Student Demographics** – fall semester headcount by gender, ethnicity (White, Hispanic, Black or African American, Asian, American Indian or Alaskan Native, International, Unknown or Not Reported, Native Hawaiian or Other Pacific Islander) and age in the program for each of the five most recent fall terms.

Program may include additional relevant variables. **[to be provided by Office of Curriculum & Institutional Assessment]**

	Fall	Fall	Fall	Fall	Fall
<b>Total Students</b>					
<b>Gender</b>					
<b>Ethnicity</b>					
<b>Age Group</b>					

V. Student Graduation, Retention, and Post-Graduation Outcomes

a. Number of Degrees Awarded Per Year

- i. Describe the trends in the number of degrees awarded and provide relevant context/background. Include efforts to increase the number of degrees awarded per year.

**Institutional Data to Include in this Section:**

**Number of Degrees Awarded Per Year-** For each of the five most recent years, this is the total number of degrees awarded per academic year (fall, spring, and summer). **[available from institutional dashboards]**

	AY	AY	AY	AY	AY
Number of Degrees					

b. Average Time to degree

- i. Describe the trends in the average time to degree and provide relevant context/background. Include efforts to reduce average time-to-degree

**Institutional Data to Include in this Section:**

**Average Graduate’s Time to Degree** – average of the graduate’s time to degree, beginning the year students matriculated with a degree objective until the year they graduated for the five most recent years. **[to be provided by Office of Curriculum & Institutional Assessment]**

	AY	AY	AY	AY	AY
Average Time to Degree					

c. Graduation Rates

- i. Describe the trends in graduation rates and provide relevant context/background. Include efforts to increase graduation rates.

**Institutional Data to Include in this Section:**

**Graduation Rates** - percentage of students who graduated within a certain number of years for bachelor’s, master’s, and doctoral degrees only. **[to be provided by Office of Curriculum & Institutional Assessment]**

**Undergraduate**

	Fall Cohort	Fall Cohort	Fall Cohort	Fall Cohort	Fall Cohort	Fall Cohort
% Graduate in 4-Years						



**d. Retention rates**

- i. Describe the trends in retention rates and provide relevant context/background. Include efforts to increase retention rates.

**Institutional Data to Include in this Section:**

**Retention Rates** – information for the five most recent years, includes students who returned/re-enrolled and students who graduated. **[to be provided by Office of Curriculum and Institutional Assessment]**

**Undergraduate**

	Fall Cohort			Fall Cohort			Fall Cohort			Fall Cohort		
	Same Major	At UTRGV	Diff Major	Same Major	At UTRGV	Diff Major	Same Major	At UTRGV	Diff Major	Same Major	At UTRGV	Diff Major
<b>Total Enrollment (Number)</b>												
<b>1<sup>st</sup> year retention (%)</b>												
<b>2<sup>nd</sup> year retention (%)</b>												
<b>3<sup>rd</sup> year retention (%)</b>												

**Master's**

	Fall Cohort	Fall Cohort	Fall Cohort	Fall Cohort	Fall Cohorts
<b>Total Enrollment (Number)</b>					
<b>1<sup>st</sup> year retention (%) at UTRGV</b>					
<b>2<sup>nd</sup> year retention (%) at UTRGV</b>					

3 <sup>rd</sup> year retention (%) at UTRGV					
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**Doctoral/Professional**

	Fall Cohort	Fall Cohort	Fall Cohort	Fall Cohort	Fall Cohorts
Total Enrollment (Number)					
1 <sup>st</sup> year retention (%) at UTRGV					
2 <sup>nd</sup> year retention (%) at UTRGV					
3 <sup>rd</sup> year retention (%) at UTRGV					

**e. Graduate licensure rates**

- i. Describe the trends in licensure rates. Include efforts to increase licensure rates (only if applicable).

**Program Data to Include in this Section:**

**Licensure pass rates (if applicable)** - the number and percentage of students in the cohort passing licensure exams for each of the four most recent years.

	AY	AY	AY	AY
Pass Rate				

**f. Graduate Placement/Employment profiles**

- i. Describe the trends in post-graduation employment or placement. Include efforts to improve post-graduation employment or placement. Include surveys of recent graduates if possible.



**Program Data to Include in this Section:**

**Placement/Employment Profile - [not required for bachelor's programs unless applicable and known] -** the number and percentage of graduates employed in their field within one year of graduation, those still seeking employment, and unknown for each of the three most recent years. Employment includes full-time self-employment, private practice, residency, fellowship, and other opportunities for further training or education. **[Program Data, may be available from Steppingblocks** <https://resources.steppingblocks.com/uts>]

	AY Graduates	AY Graduates	AY Graduates
<b>Number of Graduates</b>			
<b>Number Employed</b>			
<b>In the Field</b>			
<b>Out of the Field</b>			
<b>Further Training or Education</b>			
<b>Still Seeking Employment</b>			
<b>Unknown</b>			

## VI. Student Achievements

## a. Student publications/presentations/awards

- i. Describe the trends in the number of students with publications/presentations/awards. Include efforts to increase the number of students with publications/presentations/awards.

**Program Data to Include in this Section:**

**Student publications/presentations/awards** - the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, external presentations, and awards per year for each of the three most recent years.

	AY	AY	AY	AY
Number of Full-time Students				
Number of Student Publications (expand to breakdown by publication type as needed)				
Number of Presentations				
Number of Awards				
Number of Other Accomplishments (expand to breakdown by accomplishment type as needed)				

VII. Co-curricular Opportunities and Student Support Services

**a. Co-curricular Opportunities**

- i. Describe program-related co-curricular opportunities to enhance student learning, such as internships and practicums, study abroad, and academic clubs and organizations.

**b. Student Support Services**

- i. Describe student support services including academic advising, support for student involvement in professional meetings/activities, and scholarships. Assess the effectiveness of each service and suggest improvements, as needed.

**c. Alumni Relations**

- i. Describe efforts the academic unit has undertaken to maintain a relationship with alumni.

## VIII. Student Financial Support

## a. Institutional Financial Support

- i. Describe the average institutional support provided to students and percentage of students with financial support. Include efforts to increase the amount of support provided and percentage of students with support (**reported for doctoral programs only**).

**Program Data to Include in this Section:**

**Average Institutional Financial Support Provided for Doctoral Students-** For those receiving financial support, the average monetary institutional support provided per full-time doctoral student for the prior year from assistantships, scholarships, stipends, grants, and fellowships (does not include tuition and benefits) for the three most recent years.

	AY	AY	AY
Number of Full-time Students			
Recipient of Support			
% of Full-time Students with Support			
Total Support			

**Percentage of Doctoral Students with Institutional Financial Support** - percentage of full-time students with at least \$1,000 of annual support for each of the three most recent years

	AY	AY	AY	AY
Number of Full-time Students				
Recipient of \$1K or more of Support				
% of Full-time With \$1k Support				

IX. Conclusions and Recommendations

**a. Strengths**

i. Describe the program's strengths.

**b. Weaknesses**

i. Describe the program's weaknesses.

**c. Opportunities**

i. Describe the program's opportunities.

**d. External Challenges**

i. Describe the program's external challenges.

**e. Improvements**

i. Describe the program's plans for improvement for the next 5 and 10 years.