Academic Program Review 2019-2020 Self-Study Report

Self-Study Report Overview

The self-study is a comprehensive report that examines the status of the program based on its activities and achievements since the previous review. The self-study must contain enough information for a preliminary evaluation of the program's quality and serves as a starting point for the external reviewers' in-depth review of the 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 program 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 discipline.

The self-study report will follow the outline below with variations as needed by discipline and degree level. 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 program. The program 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 Tk20 Assessment and Accreditation Management System.

I. **Program Profile**
    Provide a description of trends and any background needed to understand the current status and changes in the data/information for each of the categories below.
    a. Program Overview - *Provide a brief overview and history of the program.*
    b. Program Mission and Goals - *Describe the mission, strategic plan, and goals of the program and how it aligns with the university's strategic plan.*
    c. Program Administration- *Describe the program administrative infrastructure and its appropriateness for its missions and goals. Provide a description of the qualifications of the administrators/faculty leading the program.*
    d. Facilities and Equipment Supporting the Program- *Describe the quality and of the current instructional facilities and equipment available to the program. Discuss any plans for acquiring facilities and equipment.*
    e. Finances and resources to support the program- *Discuss the institutional budget for the program including additional financial resources available to the program including but not limited to endowments and gift accounts. Discuss any plans for increasing resources.*
    f. Analysis of the Program Profile- *Describe strengths, weaknesses, opportunities, and external challenges and plans for improvement for the next 5 and 10 years.*

II.   <u>Curriculum Profile</u>

Provide a description of trends and any background needed to understand the current status and changes in the data/information for each of the categories below.

     a. Programs Offered in the Discipline – *List and describe the programs offered in the specific or related discipline and connections among the programs. Discuss any plans for expanding or diversifying the program.*
     b. Program Duration - *Describe the length of the program. Compare the program's length to those of aspirant and peer programs.*

     c. Program Curriculum- *Describe the program including program content, program coherence, and program admissions criteria. Compare the program curriculum to those of aspirant and peer programs.*
     d. Assessment of Student Learning Outcomes - *Provide four years of the most recent SLO assessment reports and analyze the finding. Describe how assessment findings have been used to improve the program.*
     e. Analysis of the Curriculum Profile - *Describe strengths, weaknesses, opportunities, and external challenges and plans for improvement for next 5 and 10 years.*

III.   <u>Faculty Profile</u>
Provide a description of trends and any background needed to understand the current status and changes in the data/information for each of the categories below. For doctoral programs, faculty refers to core faculty defined by THECB as "appropriately credentialed individuals integral to the doctoral program, such as those who teach courses, mentor students, or serve on dissertation committees." Prior to preparation of the self-study data tables, the program must identify and provide a list of core faculty to the Office of Strategic Analysis and Institutional Reporting.

     a. Number of faculty – *Describe the trends in the number of faculty and provide relevant context/background. Include efforts to recruit or retain faculty.*
     b. Faculty/student ratio – *Describe the trends in the faculty/student ratio and provide relevant context/background. Include efforts to maintain, reduce or increase faculty/student ratio.*
     c. Teaching load – *Describe the trends in teaching load and provide relevant context/background. Include efforts to maintain, reduce or increase teaching load.*
     d. Faculty Diversity/Demographics – *Describe the trends in faculty demographics and provide relevant context/background. Include efforts to diversify the faculty.*
     e. Faculty Publications – *Describe the trends in faculty publications and provide relevant context/background. Include efforts to maintain or increase the number of publications per year.*

f. Faculty External Grants – *Describe the trends in external grants and provide relevant context/background. Include efforts to maintain or increase the number of grants obtained.*

g. Faculty Qualifications – *Describe faculty qualifications as established through hiring expectations and provide relevant context/background.*

h. Analysis of the Faculty profile - *Describe strengths, weaknesses, opportunities, and external challenges and plans for improvement over the next 5 and 10 years.*

IV. <u>Student Profile</u>

a. Enrolled Majors – *Describe the trends in the number of declared majors enrolled in the program and provide relevant context. Include efforts recruit students.*

b. Full-time Students – *Describe the trends in the percentage of full-time students. Include any efforts to increase percentage of full-time students. (reported for doctoral programs only).*

c. Student demographics/diversity – *Describe the trends in student demographics and provide relevant context/background. Include efforts to diversify the student population.*

d. Number of degrees awared per year – *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.*

e. Average Time to degree - *Describe the trends in the average time to degree and provide relevant context/background. Include efforts to reduce average time to degree. (reported for doctoral programs only)*

f. Graduation Rates – *Describe the trends in graduation rates and provide relevant context/background. Include efforts to increase graduation rates.*

g. Retention rates – *Describe the trends in retention rates and provide relevant context/background. Include efforts to increase retention rates.*

h. Institutional Financial Support – *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)*

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

j. Graduate licensure rates – *Describe the trends in licensure rates. Include efforts to increase licensure rates.*

k. Graduate Placement/Employment profiles – *Describe the trends in post-graduation employment or placement. Include efforts to improve post-graduation employment or placement.*

l. Analysis of the Student Profile - *Describe strengths, weaknesses, opportunities, and external challenges and plans for improvement over the next 5 and 10 years.*

V. <u>Summary Statement</u>

Provide a summary of the sections above and provide recommendations for program priorities over the next 5 and 10 years.

Program Review Tables

The following data tables should be included with the self-study. The data that reside at the institutional level will be provided to the program faculty approximately 8 months in advance of the site visit.

Curriculum Profile

1. **Peer programs[a, b]** – length of the program compared to peer programs as identified by the program faculty. [program data]

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

2. **Aspirant Programs** – length of the program compared to aspirant programs as identified by the program faculty. [program data; reported for all program levels at UTRGV]

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

Faculty Profile

3. **Program Faculty by Rank[c]** – number of tenure-track faculty by rank for 4 most recent years. [to be provided by SAIR]

Rank	AY 2016		AY 2017		AY 2018		AY 2019	
Professor								

Associate Professor							
Assistant Professor							
Other Tenure-track positions							
Total Tenure-Track Faculty							

4. Student-Faculty Ratio[a,b] - number of full-time student equivalents divided by the number of full-time faculty equivalents for each of the 4 most recent years. [to be provided by SAIR]

	AY 2016	AY 2017	AY 2018	AY 2019
Student FTE				
Faculty FTE				
Student- Faculty Ratio				

5. Faculty Teaching Load[a,b] – information regarding the total number of SCH in organized teaching courses taught per academic year by faculty divided by the number of faculty for each of the 4 most recent years. [to be provided by SAIR]

	AY 2016	AY 2017	AY 2018	AY 2019
Total faculty				
Number of Faculty Teaching Courses				
Total SCH Per Year				
SCH/Year Undergraduate Courses by Faculty				
SCH/Year Graduate Courses by Faculty				
Total TLC Per Year by Faculty				

Total TLC/Year Undergraduate Courses by Faculty				
Total TLC/Year Graduate Courses by Faculty				

6. Faculty Diversity/Demographics[c] – number of 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) for each of the 4 most recent years. [to be provided by SAIR]

	AY 2016		AY 2017		AY 2018		AY 2019	
	Program	UTRGV	Program	UTRGV	Program	UTRGV	Program	UTRGV
Total Faculty								
Gender								
Female								
Male								
Ethnicity								
White								
Hispanic								
Black or African American								
Asian								
American Indian or Alaskan Native								
International								
Unknown or Unreported								
Native Hawaiian or Other Pacific Islander								

7. Faculty Publications/Activities[a,b]–number of discipline-related refereed publications, books and book chapters; juried creative/performance accomplishments, and notices of discoveries filed/patents per faculty. [information from program, available in Digital Measures]

	AY 2016	AY 2017	AY 2018	AY 2019

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)				

8. **Faculty External Grants**[a,b] —number of faculty receiving external grant funds, average external funds per faculty and total external funds per program per academic year: [information from program, available in Digital Measures]

	AY 2016	AY 2017	AY 2018	AY 2019
Number of faculty				
Number of Faculty Receiving External Funding				
Toal External Funds Per Program				

9. **Faculty Qualifications/Faculty Roster**[a,b]— name, rank, degree and discipline specialty for each faculty member. [The Office of Institutional Accreditation maintains faculty rosters]

Faculty Member	Highest Degree	Relevant Work Experience	Professional Licensure and Certification	Relevant Graduate Hours (#)	Tenured (T), Tenure-Track (TT), or Non-Tenure Track (NTT)

Student Profile

10. **Student enrollment[a,b]** – fall semester number of declared majors enrolled in the program for 4 most recent years. [to be provided by SAIR]

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Enrollment				

11. **Percentage of Full-time Students[c]** - fall semester number of full-time student equivalents divided by the headcount number of students enrolled for each of the 4 most recent years. [to be provided by SAIR; doctoral programs only]

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Enrollment				
Full-time				
Percentage of Full-time Students				

12. **Student Demographics[a,c]** – 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 residency status (Texas resident, out-of-state non-resident, and international non-resident) in the program for each of the 4 most recent years. [to be provided by SAIR]

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Program	UTRGV	Program	UTRGV	Program	UTRGV	Program	UTRGV
Total Faculty								

Gender								
Female								
Male								
Ethnicity								
White								
Hispanic								
Black or African American								
Asian								
American Indian or Alaskan Native								
Unknown or Unreported								
Native Hawaiian or Other Pacific Islander								
Residency Status								
Texas Resident								
Out-of-state Non-resident								
International Non-resident								

13. **Number of Degrees Awarded Per Year[a,c]** - For each of the four most recent years, this is the total number of graduate degrees awarded per academic year (fall, spring, and summer). [to be provided by SAIR]

	AY 2016	AY 2017	AY 2018	AY 2019
Number of Degrees				

14. **Average Graduate's Time to Degree[c]** – average of the graduate's time to degree, beginning the year students matriculated with a degree objective until the year they graduated for the four most recent years. [to be provided by SAIR; doctoral programs only]

	AY 2016	AY 2017	AY 2018	AY 2019
Average Time to Degree				

15. Graduation Rates[a,c] - percentage of students who graduated within a certain number of years beginning with fall 2015 entering cohort for bachelor's and master's. [bachelor's and master's data to be provided by SAIR]

Undergraduate

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
% Graduate in 4-Years (from students who entered 4 years prior)	n/a	n/a	n/a	
% Graduated in 6-Years (from students who entered 6 years prior)	n/a	n/a	n/a	n/a

Master's

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
%Graduated in 3 years (from students who entered 3 years prior)	n/a	n/a		
%Graduated in 5 years (from students who entered 5 years prior)	n/a	n/a	n/a	n/a

Doctoral

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
% Graduated in 10 years (from students who				

entered 10 years prior)								

16. Retention Rates[a,b] – information for four most recent years, includes students who returned/re-enrolled and students who graduated. [to be provided by SAIR]

Undergraduate

	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	In Program	At UTRGV	In Program	At UTRGV	In Program	At UTRGV	In Program	At UTRGV
1st year retention (from students who entered 1 year prior)								
2nd year retention (from students who entered 2 years prior)	n/a	n/a						
3rd year retention (from students who entered 3 years prior)	n/a	n/a	n/a	n/a				

Master's

	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	In Program	At UTRGV	In Program	At UTRGV	In Program	At UTRGV	In Program	At UTRGV
1st year retention (from students who entered 1 year prior)								

Doctoral/Professional

	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	In Program	At UTRGV	In Program	At UTRGV	In Program	At UTRGV	In Program	At UTRGV
1st year retention (from students who entered 1 year prior)								

17. **Average Institutional Financial Support Provided for Doctoral Students[c]** - 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). [program data; doctoral programs only]

	AY 2016	AY 2017	AY 2018	AY 2019
Number of Full-time Students				
Recipient of Support				
% of Full-time Students with Support				
Total Support				

18. **Percentage of Doctoral Students with Institutional Financial Support[c]** - percentage of full-time students with at least $1,000 of annual support for each of the 4 most recent years. [program data; doctoral programs only]

	AY 2016	AY 2017	AY 2018	AY 2019
Number of Full-time Students				
Recipient of $1K or more of Support				

% of Full-time With $1k Support				

19. **Student publications/presentations/awards**[a,b] - the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, external presentations and awards per year for each of the 4 most recent years. [program data]

	AY 2016	AY 2017	AY 2018	AY 2019
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)				

20. **Licensure pass rates**[a,b] **(if applicable)** - the number and percentage of students in the cohort passing licensure exams for each of the four most recent years. [program data]

	AY 2016	AY 2017	AY 2018	AY 2019
Pass Rate				

21. **Placement/Employment Profile**[a,b] - 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 four most recent years. Employment includes full-time self-employment, private practice, residency, fellowship, and other opportunities for further training or education. [program data; not required for bachelor's programs unless applicable and known]

	AY 2016 Graduates	AY 2017 Graduates	AY 2018 Graduates	AY 2019 Graduates
Full-time employment				
Private Practice				
Residency				
Fellowship				
Other:				

Footnotes:

a. As required by 19 TAC 5.52 for master's programs.
b. As required by 19 TAC 5.52 for master's programs.
c. As required by 19 TAC 5.52 18 characteristics of doctoral programs.

Appendix Documents

The following documents should be included as appendix documents to the self-study if applicable. The program may choose to include additional supporting documents not listed below.

Program Profile

1. Program strategic plan (or college/department as appropriate)
2. Administrative structure organizational chart
3. Program bylaws or governance documents (or college as appropriate)
4. Department/Program budget
5. Facilities and equipment inventory (if applicable)

Program Curriculum

6. Program degree plan
7. Program curriculum map (or similar document)
8. Program admission criteria
9. Course syllabi
10. SLO assessment plan and reports
11. Student Handbooks (or similar, if applicable)

Faculty Profile

12. Faculty CV
13. Faculty Workload policy (institutional. College, departmental as appropriate)
14. Examples of publications or other scholarship (optional)
15. Faculty recruitment plan (if applicable)

Student Profile

16. Examples of publications or other scholarship (optional)
17. Student recruitment plan (if applicable)

Texas Administrative Code

TITLE 19	EDUCATION
PART 1	TEXAS HIGHER EDUCATION COORDINATING BOARD
CHAPTER 5	RULES APPLYING TO PUBLIC UNIVERSITIES, HEALTH-RELATED INSTITUTIONS, AND/OR SELECTED PUBLIC COLLEGES OF HIGHER EDUCATION IN TEXAS
SUBCHAPTER C	APPROVAL OF NEW ACADEMIC PROGRAMS AT PUBLIC UNIVERSITIES, HEALTH-RELATED INSTITUTIONS, AND REVIEW OF EXISTING DEGREE PROGRAMS
RULE §5.52	Review of Existing Degree Programs

(a) In accordance with the requirements of the Southern Association of Colleges and Schools, Commission on Colleges, each public institution of higher education shall have a process to review the quality and effectiveness of existing degree programs and for continuous improvement.

(b) The Coordinating Board staff shall develop a process for conducting a periodic audit of the quality, productivity, and effectiveness of existing bachelor's, master's, and doctoral degree programs at public institutions of higher education and health-related institutions.

(c) Each public university and health-related institution shall review all doctoral programs at least once every ten years.

  (1) On a schedule to be determined by the Commissioner, institutions shall submit a schedule of review for all doctoral programs to the Assistant Commissioner of Academic Quality and Workforce.

  (2) Institutions shall begin each review of a doctoral program with a rigorous self-study.

  (3) As part of the required review process, institutions shall use at least two external reviewers with subject-matter expertise who are employed by institutions of higher education outside of Texas.

  (4) External reviewers must be provided with the materials and products of the self-study and must be brought to the campus for an on-site review.

  (5) External reviewers must be part of a program that is nationally recognized for excellence in the discipline.

  (6) External reviewers must affirm that they have no conflict of interest related to the program under review.

  (7) Closely-related programs, defined as sharing the same 4-digit Classification of Instructional Programs code, may be reviewed in a consolidated manner at the discretion of the institution.

  (8) Institutions shall review master's and doctoral programs in the same discipline simultaneously, using the same self-study materials and reviewers. Institutions may also, at their discretion, review bachelor's programs in the same discipline as master's and doctoral programs simultaneously.

  (9) Criteria for the review of doctoral programs must include, but are not limited to:

    (A) The Characteristics of Texas Public Doctoral Programs;

    (B) Student retention rates;

    (C) Student enrollment;

    (D) Graduate licensure rates (if applicable);

    (E) Alignment of program with stated program and institutional goals and purposes;

    (F) Program curriculum and duration in comparison to peer programs;

    (G) Program facilities and equipment;

    (H) Program finance and resources;

    (I) Program administration; and

    (J) Faculty Qualifications.

  (10) Institutions shall submit a report on the outcomes of each review, including the evaluation of the external reviewers and actions the institution has taken or will take to improve the program, and shall deliver these reports to the Academic Quality and Workforce Division no later than 180 days after the reviewers have submitted their findings to the institution.

  (11) Institutions may submit reviews of graduate programs performed for reasons of programmatic licensure or accreditation in satisfaction of the review and reporting requirements in this subsection.

(d) Each public university and health-related institution shall review all stand-alone master's programs at least once every ten years.

  (1) On a schedule to be determined by the Commissioner, institutions shall submit a schedule of review for all master's programs to the Assistant Commissioner of Academic Quality and Workforce.

  (2) Institutions shall begin each review of a master's program with a rigorous self-study.

  (3) As part of the required review process, institutions shall use at least one external reviewer with subject-matter expertise who is employed by an institution of higher education outside of Texas.

  (4) External reviewers shall be provided with the materials and products of the self-study. External reviewers may be brought to the campus for an on-site review or may be asked to conduct a remote desk review.

  (5) External reviewers must be part of a program that is nationally recognized for excellence in the discipline.

  (6) External reviewers must affirm that they have no conflict of interest related to the program under review.

  (7) Closely-related programs, defined as sharing the same 4-digit Classification of Instructional Programs code, may be reviewed in a consolidated manner at the discretion of the institution.

  (8) Master's programs in the same 6-digit Classification of Instructional Programs code as doctoral programs shall be reviewed simultaneously with their related doctoral programs.

  (9) Criteria for the review of master's programs must include, but are not limited to:

    (A) Faculty qualifications;

    (B) Faculty publications;

    (C) Faculty external grants;

    (D) Faculty teaching load;

    (E) Faculty/student ratio;

(F) Student demographics;

(G) Student time-to-degree;

(H) Student publication and awards;

(I) Student retention rates;

(J) Student graduation rates;

(K) Student enrollment;

(L) Graduate licensure rates (if applicable);

(M) Graduate placement (i.e. employment or further education/training);

(N) Number of degrees conferred annually;

(O) Alignment of program with stated program and institutional goals and purposes;

(P) Program curriculum and duration in comparison to peer programs;

(Q) Program facilities and equipment;

(R) Program finance and resources; and

(S) Program administration.

(10) Institutions shall submit a report of the outcomes of each review, including the evaluation of the external reviewer(s) and actions the institution has taken or will take to improve the program, and shall deliver these reports to the Academic Quality and Workforce Division no later than 180 days after the reviewer(s) have submitted their findings to the institution.

(11) Institutions may submit reviews of graduate programs performed for reasons of programmatic licensure or accreditation in satisfaction of the review and reporting requirements in this subsection.

(e) The Coordinating Board shall review all reports submitted for master's and doctoral programs and shall conduct analysis as necessary to ensure high quality. Institutions may be required to take additional actions to improve their programs as a result of Coordinating Board review.

Source Note: The provisions of this §5.52 adopted to be effective August 26, 2009, 34 TexReg 5678; amended to be effective November 29, 2010, 35 TexReg 10496; amended to be effective May 24, 2011, 36 TexReg 3183; amended to be effective August 15, 2013, 38 TexReg 5063; amended to be effective May 29, 2018, 43 TexReg 3347

Texas Public Institutions of Higher Education Characteristics of Doctoral Programs

Texas public institutions of higher education with doctoral programs in existence for three or more years are required to have their Characteristics of Doctoral Programs posted on their institutions' websites. Programs are defined at the eight-digit Classification of Instructional Programs (CIP) code level.

An institution can decide if a doctoral program fits best into the "research" or "professional" category. "Professional" doctoral programs traditionally include the Juris Doctor, Doctor of Medicine, Doctor of Osteopathic Medicine, Doctor of Physical Therapy, Doctor of Pharmacy, Doctor of Dental Surgery, Doctor of Dental Medicine, Doctor of Optometry, Doctor of Veterinary Medicine, and Doctor of Audiology degrees. Other doctoral programs can be considered "professional" or "research" programs for the purpose of posting the characteristics at the institution's discretion.

Institutions may include explanatory footnotes to provide additional related information. For those characteristics listing "3 most recent years," institutions should display data for each of those years. Do not display a median or mean.

Complete for all doctoral programs:

Number of Doctoral Degrees Awarded per Year (3 most recent years)
Report the number of doctoral degrees awarded for each of the 3 most recent years.

Graduation Rates (3 most recent years)
Report the percentage of doctoral students who graduated within 10 years for each of the 3 most recent years. Graduation rates are based on the methodology used in the Accountability System, which uses Coordinating Board Management (CBM) 001 data to identify students beginning a program at a specified time and uses CBM 009 data to track students from that cohort who graduate within the following 10-year period.

Average Time to Degree (3 most recent years)
Report the average of graduates' time to degree for each of the most recent 3 years. For each academic year, "time to degree" is defined as beginning the year students matriculated with a doctoral degree objective until the year they graduated.

Employment Profile (3 most recent years)
Report 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 3 most recent years. Employment includes full-time self-employment, private practice, residency, fellowship, and other opportunities for further training or education.

Admissions Criteria (most recent year)

Provide a description of key admission factors.

Core Faculty (3 most recent years)

Report the number of core faculty for each of the 3 most recent years. "Core faculty" is defined as appropriately credentialed individuals integral to the doctoral program, such as those who teach courses, mentor students, or serve on dissertation committees. Programs leading to Doctor of Medicine (MD) and Doctor of Osteopathic Medicine (DO) degrees are not required to report this characteristic.

Core Faculty Activities (3 most recent years)

Report the average number of discipline-related refereed papers/publications, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per core faculty member for each of the 3 most recent years. If figures include duplicate entries for co-authored publications, indicate the number of duplicate entries in a note. Additional noteworthy faculty activities or awards may be explained in an attached comment. MD and DO programs are not required to report this characteristic.

Core Faculty External Grants (3 most recent years)

Report the number of core faculty receiving external funds, average external funds per core faculty member, and total external funds per program for each of the 3 most recent years. Include all external funds received by core faculty and reported as expenditures from any source, including research grants, training grants, gifts from foundations, etc. MD and DO programs are not required to report this characteristic.

Faculty Diversity (3 most recent years)

Report the number of core 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) for each of the 3 most recent years. MD and DO programs are not required to report this characteristic.

Student Diversity (3 most recent years)

Report the 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 residency status (Texas resident, out-of-state non-resident, and international non-resident) in the program for each of the 3 most recent years. International non-resident students should include all students paying resident tuition rates because of waivers.

External Program Accreditation

Name of accrediting body and date of last program accreditation review, if applicable.

Student-Core Faculty Ratio (3 most recent years)

Report the number of full-time student equivalents divided by the number of full-time faculty equivalents of core faculty for each of the 3 most recent years. MD and DO programs are not required to report this characteristic.

Date of Last External Review

Date of last formal external review.

AQW Revised 11.14.18

Complete only for research doctoral programs:

Percentage of Full-Time Students (3 most recent years)

Report the fall semester number of full-time student equivalents divided by the headcount number of students enrolled for each of the 3 most recent years. Definition of "full-time student" is 18 semester credit hours (SCH) per year.

Average Institutional Financial Support Provided (3 most recent years)

For those receiving financial support, report the average annual monetary institutional support provided per full-time student from assistantships, scholarships, stipends, grants, and fellowships (does not include tuition or benefits) for each of the 3 most recent years.

Percentage of Full-Time Students with Institutional Financial Support (3 most recent years)

Report the percentage of full-time students with at least $1,000 of annual support for each of the 3 most recent years.

Faculty Teaching Load (3 most recent years)

Report the total number of SCH in organized teaching courses taught per academic year by core faculty divided by the number of core faculty for each of the 3 most recent years. Organized classes include lecture, laboratory, and seminar courses.

Student Publications/Presentations (3 most recent years)

Report the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, and external presentations per year for each of the 3 most recent years. If figures include duplicate entries for co-authored publications, indicate the number of duplicate entries in a note.

Complete only for professional doctoral programs:

Average Tuition and Fees to Complete the Degree (3 most recent years)

Report the combined annual tuition and program-specific fees multiplied by the average number of years that graduates took to complete the degree for each of the 3 most recent years.

Students Passing Licensure Exams (3 most recent years)

Report the number and percentage of students in the cohort passing licensure exams for each of the 3 most recent years. Include both first-time and repeat test takers. If there is no relevant licensure exam for the discipline, write "not applicable."