

University of Houston

Program Self-Study

Prepared by

Reviewed by

---

## **SUMMARY**

*Discuss the main findings results of the program's self-study.*

The following self-study of the \_\_\_\_\_, which is required by the

Texas Higher Education Coordinating Board, uses criteria identified in the Texas Administrative Code to systematically evaluate the program's quality and effectiveness in supporting UH's mission. This self-study has been reviewed internally by the college's Academic Dean.

### A. GRADUATE PROGRAM CHARACTERISTICS

*The Characteristics of Doctoral Programs report was developed by the Coordinating Board's Graduate Education Advisory Committee (GEAC) in 2008 to provide a snapshot of doctoral programs offered by Texas public universities and health-related institutions. In compliance with rules outlined in the [Texas Administrative Code](#), University of Houston has published information regarding 18 characteristics of doctoral programs can be found [here](#).*

1. **Student enrollment.** For the three most recent years, this is a headcount of students enrolled in the fall semester of each year.

| Term      | Enrollment |
|-----------|------------|
| Fall 20__ |            |
| Fall 20__ |            |
| Fall 20__ |            |

*Discuss this trend, describe plans for maintaining or increasing enrollment, and set an enrollment goal for the next ten years.*

2. **Number of degrees per year.** For each of the three most recent years, this is the total number of graduate degrees awarded per academic year (fall, spring, and summer).

| Academic Year | Number of Degrees |
|---------------|-------------------|
| 20__-20__     |                   |
| 20__-20__     |                   |
| 20__-20__     |                   |

*Discuss this trend and describe goals for degree production and anticipated outcomes for the next ten years.*

3. **Average time to degree.** For each of the three most recent years, this is defined as the average of the graduate's time to degree, beginning the year students matriculated with a graduate degree objective until the year they graduated.

| Academic Year | Average Time to Degree |
|---------------|------------------------|
|---------------|------------------------|

|           |  |
|-----------|--|
| 20__-20__ |  |
| 20__-20__ |  |
| 20__-20__ |  |

Discuss this trend and describe plans to maintain or reduce average time to degree, setting goals and anticipated outcomes for the next ten years.

4. **Graduation rates.** This is defined as the percent of a cohort of first-year students who graduated within five years for master's programs and ten years for doctoral programs.

| Entry Academic Year | Cohort | Number of Degrees | % |
|---------------------|--------|-------------------|---|
| 20__-20__           |        |                   |   |
| 20__-20__           |        |                   |   |
| 20__-20__           |        |                   |   |

Discuss this trend and describe plans for maintaining or improving the graduation rate in the next ten years.

5. **Student retention/graduation rates.** This is the percentage of full-time fall-entering students in a given academic year who re-enroll or graduate in subsequent fall semesters.

| Entry Term | Enrollment | Returned 2nd Year (%) | Returned 3rd Year (%) | Returned 4th Year (%) | Returned 5th Year (%) | Graduated in 1st Year (%) | Graduated in 2nd Year (%) | Graduated in 3rd Year (%) | Graduated in 4th Year (%) |
|------------|------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Fall 20__  |            |                       |                       |                       |                       |                           |                           |                           |                           |
| Fall 20__  |            |                       |                       |                       |                       |                           |                           |                           |                           |

Discuss the current trend, describe its plan for improving retention of qualified students, and set a goal for the next ten years.

6. **Employment profile.** For each of the three most recent years combined, this is defined as the number and percent of graduates by year employed, still seeking employment, and unknown. The employment areas are academia, government, industry/professional, postdoctoral, and other.

| Academic Year | Academia |   | Government |   | Industrial Professional |   | Postdoctoral |   | Other |   | TOTAL |
|---------------|----------|---|------------|---|-------------------------|---|--------------|---|-------|---|-------|
|               | N        | % | N          | % | N                       | % | N            | % | N     | % |       |
| 20__-20__     |          |   |            |   |                         |   |              |   |       |   |       |
| 20__-20__     |          |   |            |   |                         |   |              |   |       |   |       |
| 20__-20__     |          |   |            |   |                         |   |              |   |       |   |       |

*Describe the profile as well as career counseling and job placement assistance by professional staff and faculty, and discuss the success of these services. Discuss a plan to enhance the employment profile over the next ten years.*

7. **Admissions criteria.** This is a description of admission factors described in the [Graduate Catalog](#).

*Describe the alignment of these factors to [House Bill 1641](#) and discuss if and how these factors have changed over time to ensure the selection of quality applicants. Also describe admission practices in accordance with and in support of the institution's mission.*

8. **Percentage of full-time students.** For the last three fall semesters, this is defined as the ratio of the number of full-time students and the number of students enrolled (headcount).

| Term      | Enrollment | Full time | % |
|-----------|------------|-----------|---|
| Fall 20__ |            |           |   |
| Fall 20__ |            |           |   |
| Fall 20__ |            |           |   |

*Discuss the current trend, describe plans for addressing the needs of full-time and part-time students, and set a goal and anticipated outcomes for the next ten years.*

9. **Average institutional financial support provided.** For those receiving financial support, this is the average monetary institutional support provided per full-time graduate student for the prior year from assistantships, scholarships, stipends, grants, and fellowships (does not include tuition or benefits).

| Academic Year | Full Time Students | Recipients | % | Total | Average |
|---------------|--------------------|------------|---|-------|---------|
| 20__-20__     |                    |            |   |       |         |

*Indicate what type of support is available to the students enrolled in the program and describe a plan to sustain or improve financial support with goals and anticipated outcomes for the next ten years.*

10. **Number of core faculty.** This is the number of full-time tenured and tenure-track faculty who teach 50 percent or more in the program or other individuals integral to the program who can direct research.

| Term      | Number of Core faculty |
|-----------|------------------------|
| Fall 20__ |                        |

*Indicate plans for adjustments or growth and goals for the next ten years.*

11. **Student/core faculty ratio.** For each of the three most recent years, this is the number of full-time student equivalent divided by the full-time faculty equivalent of core faculty.

| Term      | Student FTE | Faculty FTE | Student/Core Faculty Ratio |
|-----------|-------------|-------------|----------------------------|
| Fall 20__ |             |             |                            |
| Fall 20__ |             |             |                            |
| Fall 20__ |             |             |                            |

*Indicate plans for adjustment and goals for the next ten years.*



|             |  |  |  |  |  |  |  |  |  |
|-------------|--|--|--|--|--|--|--|--|--|
| 20_         |  |  |  |  |  |  |  |  |  |
| Fall<br>20_ |  |  |  |  |  |  |  |  |  |

*Discuss faculty workload for graduate instructors in your program, in the context of overall teaching load in the department. Include discussions of research and administrative assignments.*

**15. Faculty diversity.** This refers to the core faculty distribution by gender, race, and ethnicity.

| Term     | Total |   |   | White |   | Black |   | Hispanic |   | Asian American |   | Native American |   | Other |   |
|----------|-------|---|---|-------|---|-------|---|----------|---|----------------|---|-----------------|---|-------|---|
|          | All   | M | F | M     | F | M     | F | M        | F | M              | F | M               | F | M     | F |
| Fall 20_ |       |   |   |       |   |       |   |          |   |                |   |                 |   |       |   |
| Fall 20_ |       |   |   |       |   |       |   |          |   |                |   |                 |   |       |   |
| Fall 20_ |       |   |   |       |   |       |   |          |   |                |   |                 |   |       |   |

*Discuss plans to provide students access to faculty with diverse views and experience and discuss recent efforts to diversify the faculty ranks.*

**16. Student diversity.** This refers to the enrollment headcount by ethnicity (White, Black, Hispanic, Other), gender, and international origin during the prior year.

| Term        | Total |   |   | White |   | Black |   | Hispanic |   | Asian American |   | Native American |   | Mexican International |   | Other International |   |
|-------------|-------|---|---|-------|---|-------|---|----------|---|----------------|---|-----------------|---|-----------------------|---|---------------------|---|
|             | All   | M | F | M     | F | M     | F | M        | F | M              | F | M               | F | M                     | F | M                   | F |
| Fall<br>20_ |       |   |   |       |   |       |   |          |   |                |   |                 |   |                       |   |                     |   |
| Fall<br>20_ |       |   |   |       |   |       |   |          |   |                |   |                 |   |                       |   |                     |   |
| Fall<br>20_ |       |   |   |       |   |       |   |          |   |                |   |                 |   |                       |   |                     |   |

*Indicate how the program promotes diversity and a climate of inclusiveness through its recruitment and admissions practices and student support services.*



17. **Date of last external review.** This is the date of last formal external review (e.g., professional association accreditation, or other agency or body requiring periodic review). *Describe the recommendations and outcomes of the last external review.*

18. **External program accreditation.** This is the name of body and date of last program accreditation review if applicable.

19. **Student publications/presentations.** For the three most recent years, this refers to the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year.

| Academic Year | Number of Students | Number of Publications |
|---------------|--------------------|------------------------|
| 20__-20__     |                    |                        |
| 20__-20__     |                    |                        |
| 20__-20__     |                    |                        |

20. **Graduate licensure rates** (if applicable). For the three most recent years, this is the annual pass rates for programs whose graduates are required to pass a licensure exam to practice in the field.

| Academic Year | Pass Rate |
|---------------|-----------|
| 20__-20__     |           |
| 20__-20__     |           |
| 20__-20__     |           |

These characteristics do not fully represent the quality of graduate programs. Sections B through G provide additional information.

**B. ALIGNMENT OF PROGRAM WITH PROGRAM AND INSTITUTIONAL GOALS AND PURPOSES**

*Discuss the program's mission alignment with UH's [mission and goals](#).*

### **C. PROGRAM COMPARISON TO PEER PROGRAMS**

*Discuss the structure of the program curriculum and how long it takes to complete the program. Compare the program's curriculum and time to completion of the degree to those of peer programs and aspirational programs elsewhere in Texas and the nation.*

### **D. PROGRAM FACILITIES AND EQUIPMENT**

*Describe the quality of current instructional facilities and equipment available to the graduate program. Identify plans to enhance facilities in the next ten years.*

### **E. PROGRAM ADMINISTRATION**

*The program must have an administrative infrastructure appropriate for its mission, goals, and objectives. If available, provide the mission statement and describe how it influences decision-making. Describe the structure of the program's administration indicating reporting lines up to the Dean level. Identify administrators leading the program and describe their qualifications. As per the \_\_\_\_\_ a committee of faculty members is required to accept primary responsibility for the professional graduate program. Indicate the role this body has in the management of the program.*

### **F. PROGRAM FINANCE AND RESOURCES**

*Discuss the budget for the program. Also describe additional major financial resources available to the program including but not limited to endowments and gift accounts.*

## **G. FACULTY QUALIFICATIONS**

*Describe expectations for faculty in terms of research, scholarship, pedagogy, and service in terms of program mission and quality. Provide a short biographical sketch (250 words or less) for each core faculty member, highlighting exemplary activities that have occurred in the last three academic years.*

## **H. CONTINUOUS IMPROVEMENT**

*As required by the THECB, the program must develop a ten-year plan for outcomes assessment; gather data; and assess outcomes annually. At the point of the ten-year review, the program must be able to report on the progress of these continuous improvement efforts. Describe the ten-year plan to be implemented.*

### **Contact Information**

---

Questions and comments regarding this template should be addressed to:

Tashemia Jones, Ed.D.  
Assistant Director, Academic Affairs Graduate School  
tvjones@uh.edu

### **Hyperlinks**

---

This document contains a number of hyperlinks throughout the text. For convenience, the most relevant hyperlinks for the preparation of the self-study are listed below.

For general information regarding the THECB graduate degree program review mandate, click [here](#).

For specific information regarding Rule 5.52, click [here](#).

For UH Graduate Program Characteristics, click [here](#).

For House Bill 1641 describing admission factors, click [here](#).