

UT Dallas - 18 Characteristics of Texas Public Schools						
	<b>Program<sup>1</sup></b>	Electrical Engineering - Microelectron, CIP code 14.1001.00; note program is being phased out (08/2014)				
	<b>Degree awarded</b>	PhD				
	<b>Program Web site</b>	<a href="https://ece.utdallas.edu/">https://ece.utdallas.edu/</a>				
	<b>Measure</b>	<b>Operational Definition</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Comments</b>
			<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	
<b>1</b>	Number of Degrees Per Academic Year	For each of the three most recent years, average of the number of degrees awarded per academic year.	1	0	0	
			<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	
<b>2</b>	Graduation Rates	For each of the three most recent years, the average of the percent of first-year doctoral students <sup>2</sup> who graduated within ten years.	42.86%	83.33%	46.15%	
			<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	
<b>3</b>	Average Time to Degree	For each of the three most recent years, average of the graduates' time to degree.	6.34	0	0	
			<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	
<b>4</b>	Employment Profile (in field within one year of graduation)	For each of the three most recent years, the number and percent of graduates by year employed, those still seeking employment, and unknown.	100% employed	na	na	
<b>5</b>	Admission Criteria	A master's degree in electrical engineering or a closely associated discipline from an institution of higher education in the U.S. or from an acceptable foreign university. Consideration will be given to highly qualified students wishing to pursue the doctorate without satisfying all of the requirements for a master's degree. A grade point average (GPA) in graduate coursework of 3.5 or better on a 4.0 point scale GRE revised scores of 154, 156, and 4 for the verbal, quantitative, and analytical writing components, respectively, are advisable based on our experience with student success in the program.				
			<b>2015F</b>	<b>2016F</b>	<b>2017F</b>	
<b>6</b>	Core Faculty	Number of core faculty in the prior year.	49	50	50	ECE Department
			<b>2015</b>	<b>2016</b>	<b>2017</b>	
<b>7</b>	Core Faculty Activities	For each of the three most recent years, average of the number of discipline-related refereed papers or publications, books or book chapters, juried creative or performance accomplishments, and notices of discoveries files or patents issued per core faculty member	10.90	11.39	11.72	ECE Department

			FY 2015	FY 2016	FY 2017	
8	Core Faculty External Grants	For each of the three most recent years, (1) average of the number of core faculty receiving external funds, (2) average external funds per faculty, and (3) total external funds per program per academic year. <sup>5</sup>	49/ \$336,526/ \$16,489,781	50/ \$341,105/ \$17,055,253	50/ \$283,427/ \$14,171,373	ECE Department
			2015-16	2016-17	2017-18	
9	Faculty Diversity	Core faculty by ethnicity (White, Black, Hispanic, Other) and gender, updated when changed.				ECE Department
		Hispanic	1	1	2	
		White	26	27	27	
		African American	2	2	1	
		Asian	20	20	20	
		Other	0	0	0	
		Female	4	4	4	
		Male	45	46	46	
			2015-16	2016-17	2017-18	
10	Student Diversity	Enrollment headcount by ethnicity (White, Black, Hispanic, Other) and gender in program during the prior year.				
		International	7	0	0	
		Hispanic	0	0	0	
		White	1	0	0	
		African American	0	0	0	
		Asian	0	0	0	
		American Indian or Alaskan Native	0	0	0	
		Unknown	0	0	0	
		Native Hawaiian or Pacific Islander	0	0	0	
		Two or more	0	0	0	
		Female	0	0	0	
		Male	8	0	0	
		Texas Resident	1	0	0	
		out-of-state non-resident	1	0	0	
		International non-resident	6	0	0	
11	External Program Accreditation	Name of body and date of last program accreditation review, if applicable, updated when changed.	Not applicable			
			2015-16	2016-17	2017-18	
12	Student to Core Faculty Ratio	For each of the three most recent years, average of full-time student equivalent (FTSE) / average of full-time faculty equivalent (FTFE) of core faculty.	0.16	na	na	

<b>13</b>	Date of Last External Review	Date of last formal external review, updated when changed.	Spring 2016			
			<b>2015F</b>	<b>2016F</b>	<b>2017F</b>	
<b>14</b>	Enrollment	Number of FTS	8	0	0	
		Total number of students	8	0	0	
			<b>2015F</b>	<b>2016F</b>	<b>2017F</b>	
<b>14</b>	Percentage of Full-time Students	FTS <sup>4</sup> / number of students enrolled (headcount) for the last three fall semesters.	100.00%	na	na	
			<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	
<b>15</b>	Average Institutional Financial Support Provided	For those receiving financial support, 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). If you wish to indicate tuition and benefits in addition to the Responses here, please include amounts and reason in "Comments".	\$2150/month	na	na	
			<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	
<b>16</b>	Percentage Full-Time Students with Institutional Financial Support	In the prior year, the number of FTS with at least \$1000 of annual support / the number of FTS.	na	na	na	
			<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	
<b>17</b>	Faculty Teaching Load	Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty.	56.06	na	na	ECE Department
<b>18</b>	Student Publications & Presentations	For the three most recent years, the number of discipline-related papers & publications, juried creative or performance accomplishments, book chapters, books, and external presentations per year by student FTE.	Students publish/present with their faculty advisor.			

<sup>1</sup> Programs included only if in existence three or more years. Program is defined at the 8-digit CIP code level.

<sup>2</sup> First-year doctoral students. Those students who have matriculated as doctoral students with a doctoral degree objective.

<sup>3</sup> For each academic year, the time to degree is defined as beginning the year students matriculated with a doctoral degree objective until the year they graduated.

<sup>4</sup> This report includes only students enrolled full time in the fall semester of the given year. Full-time enrollment is defined as enrollment for 9 hours or more of course work.

<sup>5</sup> All external funds received by core faculty from any source including research grants, training grants, gifts from foundations, etc., reported as expenditures.