

Program :	English: Creative Writing & Literature
Website:	<a href="https://www.uh.edu/class/english/programs/graduate/creative-writing/">https://www.uh.edu/class/english/programs/graduate/creative-writing/</a>

Characteristics 1-13: Reported by all doctoral programs.

		2016	2017	2018																																																																									
<b>1</b>	<b>Number of Doctoral Degrees Awarded per Year</b> Number of doctoral degrees awarded for each of the 3 most recent years	7	8	7																																																																									
<b>2</b>	<b>Graduation Rates</b> Percentage of doctoral students who graduated within 10 years for each of the 3 most recent years	100.0%	100.0%	100.0%																																																																									
<b>3</b>	<b>Average Time to Degree</b> Average of graduate's time to degree for each of the 3 most recent years	4.9	4.6	5.6																																																																									
<b>4</b>	<b>Employment Profile (in field within one year of graduation)</b> 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	<table border="1"> <thead> <tr> <th></th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Employed</td> <td></td> <td></td> <td>5</td> <td>63%</td> <td></td> <td></td> </tr> <tr> <td>Still Seeking Employment</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Unknown</td> <td>7</td> <td>100%</td> <td>3</td> <td>38%</td> <td>7</td> <td>100%</td> </tr> </tbody> </table>							#	%	#	%	#	%	Employed			5	63%			Still Seeking Employment							Unknown	7	100%	3	38%	7	100%																																										
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<b>5</b>	<b>Admission Criteria</b> Most recent years provide a description key admission factors or link to program criteria	<a href="http://www.uh.edu/class/english/programs/grad">http://www.uh.edu/class/english/programs/grad</a>																																																																											
<b>6</b>	<b>Core Faculty</b> Number of core faculty for each of the 3 most recent years (defined as appropriately credentialed individuals integral to the doctoral program, such as those who teach courses, mentor students, or serve on dissertation committees)	12	13	11																																																																									
<b>7</b>	<b>Core Faculty Activities</b> 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	6.3	3.5																																																																										
<b>8</b>	<b>Core Faculty External Grants</b> Include all external funds received by core faculty and reported as expenditures from any source, including research grants, training grants, gifts from foundations, etc. Number of core Faculty Receiving External Grants Average External Grant Dollars per Core Faculty Member Total External Grant Dollars	0	0		\$0	\$0	\$0																																																																						
<b>9</b>	<b>Faculty Diversity</b> Core faculty by gender and ethnicity for each of the 3 most recent years	<table border="1"> <thead> <tr> <th></th> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>6</td> <td>3</td> <td>6</td> <td>3</td> <td>6</td> <td>2</td> </tr> <tr> <td>Black/African American</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>Hispanic</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>Asian</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>International</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Other</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>							Male	Female	Male	Female	Male	Female	White	6	3	6	3	6	2	Black/African American	1	0	1	0	1	0	Hispanic	1	0	1	1	0	1	Asian	0	1	0	1	0	1	International	0	0	0	0	0	0	Other	0	0	0	0	0	0																					
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<b>10</b>	<b>Student Diversity</b> Fall semester head count by gender, ethnicity, and residency status	<table border="1"> <thead> <tr> <th></th> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>10</td> <td>12</td> <td>11</td> <td>10</td> <td>13</td> <td>10</td> </tr> <tr> <td>Black/African American</td> <td>0</td> <td>2</td> <td>0</td> <td>4</td> <td>0</td> <td>3</td> </tr> <tr> <td>Hispanic</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>1</td> <td>3</td> </tr> <tr> <td>Asian</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>International</td> <td>2</td> <td>0</td> <td>2</td> <td>1</td> <td>0</td> <td>2</td> </tr> <tr> <td>Other</td> <td>0</td> <td>4</td> <td>0</td> <td>3</td> <td>0</td> <td>2</td> </tr> <tr> <td>Texas Resident</td> <td>6</td> <td>6</td> <td>8</td> <td>6</td> <td>1</td> <td>7</td> </tr> <tr> <td>Out-of-State Non-Resident</td> <td>7</td> <td>15</td> <td>6</td> <td>13</td> <td>13</td> <td>12</td> </tr> <tr> <td>International Non-Resident</td> <td>2</td> <td>0</td> <td>2</td> <td>1</td> <td>0</td> <td>2</td> </tr> </tbody> </table>							Male	Female	Male	Female	Male	Female	White	10	12	11	10	13	10	Black/African American	0	2	0	4	0	3	Hispanic	2	2	2	2	1	3	Asian	1	1	1	0	0	1	International	2	0	2	1	0	2	Other	0	4	0	3	0	2	Texas Resident	6	6	8	6	1	7	Out-of-State Non-Resident	7	15	6	13	13	12	International Non-Resident	2	0	2	1	0	2
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<b>11</b>	<b>External Program Accreditation</b> Name of body and date of last program accreditation review, if applicable	none																																																																											
<b>12</b>	<b>Student-Core Faculty Ratio</b> Number of full-time equivalents divided by the number of full-time faculty equivalents of core faculty for each of the 3 most recent years	3	2.8	3.2																																																																									

13	Date of Last External Review	
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**Characteristics 14-18: Reported by Research Doctoral Programs Only.**

14R	<b>Percentage of Full-Time Students</b> Report the fall semester's number of full-time student equivalents divided by the headcount number of students enrolled for each of the 3 most recent years.	77.8%	80.6%	94.3%
15R	<b>Average Institutional Financial Support Provided</b> 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.	\$24,527.94	\$23,322.24	\$23,829.29
16R	<b>Percentage of Full-Time Students with Institutional Financial Support</b> Report the percentage of full-time students with at least \$1000 of annual support for each of the 3 most recent years.	100%	100%	97%
17R	<b>Faculty Teaching Load</b> 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.	7.5	6.9	6.5
18R	<b>Student Publications/Presentations</b> 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.	unknown	12	unknown

**Characteristics 19-20: Reported by Professional Doctoral Programs only.**

19P	<b>Average Tuition and Fees to Complete the Degree</b> Combined annual tuition and program-specific fees multiplied by the average number of years that graduates took to complete the degree.				
20P	<b>Students Passing Licensure Exams</b> Number and percentage of students in the cohort passing licensure exams for each of the most recent years.	none			
		#	%	#	%
	First-Time Test Takers				
	Repeat Test Takers				