Arid Land Studies
Gad Perry, Graduate Program Coordinator

Graduate School
Mark Sheridan, Dean

November 2014
PROGRAM REVIEW OUTLINE
Arid Land Studies

I. Program Overview – A one to two-page summary of department’s vision and goals.

II. Graduate Curricula and Degree Programs
   A. Scope of programs within the department
   B. Number and types of degrees awarded
      - Degrees Awarded – Academic Year (chart)
      - Comparison of Degrees Awarded – Fall Data (Peer info table)
      - Program Degrees Awarded (table)
   C. Undergraduate and Graduate semester credit hours
      - Semester Credit Hours – Academic Year (chart)
      - SCH compared to Budget - Academic Year (chart)
   D. Number of majors in the department
      - Enrollment by Level – Fall Data (chart)
      - Comparison of Enrollment – Fall Data (Peer info table)
      - Program Enrollment (table)
   E. Course offerings and their enrollments over the past six years (enrollment trends by course)
      - Course Enrollments by Academic Year (table)
   F. Courses cross listed

III. Faculty
   A. Number, rank and demographics of the faculty (tenured and tenure track), GPTI’s and TA’s
      - Teaching Resources (chart)
      - Tenured and Tenure-Track by Rank - Fall Data (chart)
      - Comparison of Full-time Faculty (Peer info table)
   B. List of faculty members (graduate and non-graduate) (table)
   C. Summary of the number of refereed publications and creative activities (table)
   D. Responsibilities and leadership in professional societies
      - Professional Leadership (table)
      - Committee service (table)
   E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)
      - Faculty Workload (table)
      - College SCH/FTE – Fall Data (chart)
      - Department SCH/FTE – Fall Data (chart)

IV. Graduate Students
   A. Demographics of applicants and enrolled students
      - Graduate Student Summary by Category – AY (chart)
      - Graduate Student Summary by Year – AY (chart)
      - Graduate Applicants by Region – Fall/Summer Data (chart)
      - Graduate Applicants - Fall Data (table)
- Admitted Graduate Students - Fall Data (table)
- Enrolled New Graduate Students - Fall Data (table)
- Demographics of Enrolled Graduate Students - Fall Data (table)
- Demographics of Enrolled Undergraduate Students - Fall Data (table)

B. Test scores (GRE, GMAT or TOEFL) of enrolled students
   - Average GRE Scores for Enrolled Graduate Students – Fall Data (chart)

C. GPA of new students
   - New Graduate Students GPA by Level – Fall Data (chart)

D. Time to Degree in Years (chart)

E. Provide a breakdown of how many enrolled graduate students are RA’s, TA’s or GPTI’s (chart)

F. Initial position and place of employment of graduates over the past 6 years (table)

G. Type of financial support available for graduate students.

H. Number of students who have received national and university fellowships, scholarships and other awards - fellowships awarded (table)

I. Percentage (%) of full time students receiving financial support

J. Graduate Student Publications and Creative Activities (table) – number of discipline-related refereed papers/publication, juried creative/performance accomplishments, book chapters, books, and external presentations per year per student.

K. Programs for mentoring and professional preparation of graduate students.

L. Department efforts to retain students and graduation rates

M. Percentage of Full Time students per semester – Fall data

V. Department

A. Department operating expenses
   - Department Operating Cost - Academic Year (chart)
   - Department Operating Cost as a Fraction of Employees - (table)

B. Summary of Proposals (Submitted)
   - Summary of Number of Proposals Written and Accepted (table)

C. External Research expenditures
   - Summary of Faculty Awards (table)
   - Research Expenditures (chart)
   - Peer Institution Info (if available) (table)

D. Internal funding
   - Source of Internal Funds (TTU) - (table)

E. Scholarships and endowments

F. Departmental resources for research and teaching (i.e. classroom space, lab facilities) - (table)

G. HEAF expenditures (table)

H. External Program Accreditation – Name of body and date of last program accreditation review including description of body and accreditation specifics.
VI. **Conclusions** – a one- to two-page summary of the observed deficiencies and needs identified by your review. Highlight areas of greatest need and areas of significant contributions.

VII. **Appendices** – should include, but not be limited to, the following:

- Table of Contents
- A. Strategic plan
  - Attachment from Strategic Planning website
- B. Curriculum Map
- C. Graduate Course Offerings (table)
- D. Graduate Student Handbook
- E. Graduate Student Association(s) - Description and information
- F. Graduate Faculty Information (from Digital Measures)
I. **Program Overview**- An Executive Summary of the report that includes the vision and goals of each program

The Master of Science in Arid Land Studies (MSALS) is a unique interdisciplinary graduate program designed to prepare students for careers in the study and management of natural resources, environmental issues, and economic and social factors associated with sustainable development of arid and semiarid lands.

**Program Overview.** The interdisciplinary nature of this two-year program is ideal for students who wish to expand their knowledge in different areas of study rather than specialize. Students in the MSALS program choose three subject areas related to the sustainable use and management of drylands, including both science and humanities. Then they design a unique program to suit their individual career goals.

Courses normally focus on one of three subject areas: (1) agricultural sciences and natural resources, (2) geosciences, and (3) water resources and environmental toxicology. However, any graduate courses taught at Texas Tech can be taken as electives upon recommendation of the program faculty advisor. No more than 12 credit hours may be taken within any single college except the College of Arts and Sciences. Qualified MSASL students may choose the thesis option (24 hours of graduate coursework plus 6 hours of thesis and 6 hours of research credit). A co-advisor will be chosen to guide the research element of the program. The 36-hour non-thesis plan is also available.

**Admissions Criteria.** Applicants to the program must satisfy the requirements set by the university and the Graduate School. In addition, students interested in the MSALS program must have two letters of recommendation and a statement of career goals. Competitive scholarships may be available.

Joint/Dual Degrees with International Partners. Students admitted to MSALS program have the option of applying to the interdisciplinary joint/dual master's degree program offered by Texas Tech and its partners: Sheffield University in the United Kingdom and Humboldt Universität zu Berlin in Germany. This program builds on the unique research expertise of each institution. Students accepted into this program are also accepted at one of the partner universities. They will spend one year at each university and then two months interning at the third institution. Instruction is in English, but enhancing cross-cultural competence is a goal of the program.
II. Graduate Curricula and Degree Programs

A. Scope of programs within the department

B. Number and types of degrees awarded
C. Undergraduate and graduate semester credit hours

N/A

D. Number of majors in the department for the fall semesters

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E. Course enrollments over the past six years (enrollment trends by course)

- Figures are totals – classes may be offered more than once a year

**Course Enrollments by Academic Year**
Source: Institutional Research and Information Management

Did not receive this information from IRIM.

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F. Courses cross listed (syllabus included behind)
III. Faculty

A. Number, rank, and demographics of the graduate faculty

N/A

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B. List of faculty members

List all faculty who were employed by your department during the six years of this review

N/A

C. Summary of the number of refereed publications and creative activities.

N/A

D. Responsibilities and leadership in professional societies

N/A

Graduate Student Committee’s faculty have served for the past 6 years

N/A

E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)

Faculty workload in Arid Land Studies
Source: Institutional Research and Information Mgmt

Arid Land Studies
IV. Graduate Students

A. Demographics of applicants and enrolled students

Note: Students Graduated data is by Academic Year
Graduate Student Summary by Year - Fall Data
(Arid Land Studies)

Source: Institutional Research and Information Management
Chart prepared by The Graduate School

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Note: Students Graduated data is by Academic Year

Arid Land Studies
Graduate Applicants by Region - Fall Data
(Arid Land Studies)

Source: Institutional Research and Information Mgmt
Chart prepared by The Graduate School

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### Demographics of Enrolled Graduate Students - Fall Data

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B. Test scores (GRE, GMAT and/or TOEFL) of enrolled students

N/A

C. GPA of new students
D. Time to Degree in Years – Average years to graduate for all students graduating each year

![Time to Degree in Years Graph](image)

E. Number of RA’s, TA’s or GPTI’s, with total number of graduate students in the program.
F. Initial position and place of employment of graduates over the past 6 years

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<td>Krystina Parker</td>
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G. Type of financial support available for graduate students

H. Number of students who have received national and university fellowships, scholarships and other awards

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I. Percentage of full time master and doctoral students who received financial support.
N/A

J. Graduate Student Publications and Creative Activities – Number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations by Master and Doctoral students in the department.

N/A

K. Programs for mentoring and professional preparation of graduate students
N/A

L. Department efforts to retain students and graduation rates.
N/A

M. Percentage of Full-Time Master and Doctoral students per year – Fall Data
N/A

Arid Land Studies
V. Department

A. Department operating expenses

N/A

B. Summary of Proposals (submitted)

The Graduate School was not provided with any data from ORS regarding Awards or Proposals

C. External Research expenditures

The Graduate School was not provided with any data from ORS regarding Awards or Proposals

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</table>

D. Internal Funding

N/A

E. Scholarships and endowments

N/A
F. Departmental resources for research and teaching (i.e., classroom space, lab facilities)

N/A

G. HEAF expenditures

N/A

H. External Program Accreditation – Name of body and date of last program accreditation review, if applicable. Include description of body and accreditation specifics.

N/A
VI. Conclusion
VII. Appendices – should include, but not be limited to, the following:

A. Strategic Plan
B. Curriculum Map
C. 18 Characteristics for Doctoral Programs
D. Graduate Course Offerings
E. Graduate Student Handbook
F. Graduate Student Association(s)
G. Graduate Faculty 6-Year Resumes (obtained from digital measures)
H. GRE Revised General Test Scores
APPENDIX A

Strategic Plan

DEPARTMENT ATTACHES COPY

-OR-

PROVIDES STATEMENT SUCH AS BELOW:
Our departmental strategic plan is located at the following website:
www.depts.ttu.edu/historydepartment/strategicplan
**APPENDIX B**

**Curriculum Map**

---

### Texas Tech University Program Level - Curriculum Map

**Date:** 10/13/2014

**Degree Title:** Arid Land Studies

**SELECTED PROGRAM LEARNING OUTCOMES**

- Students will be able to integrate three or more fields of study.
- Students will demonstrate mastery of written communication.
- Students will demonstrate effective oral communication.
- Students will demonstrate the ability to think critically on issues related to their chosen fields of study.

<table>
<thead>
<tr>
<th>Courses in Degree Program</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAEC 5314-Environmental Eco. &amp; Policy (3hrs)</td>
<td>X</td>
<td>R</td>
<td>F</td>
</tr>
<tr>
<td>BIOL 6392-Marine Biology (3hrs)</td>
<td>X</td>
<td>R</td>
<td>F</td>
</tr>
<tr>
<td>NRM 6001-Restoration Ecology (2hrs)</td>
<td>X</td>
<td>A</td>
<td>F</td>
</tr>
<tr>
<td>GEOG 5306-Sem in Geography of Arid Land (3hrs)</td>
<td>X</td>
<td>A</td>
<td>F</td>
</tr>
<tr>
<td>NRM 6324-Adv. Tropical Ecology (3hrs)</td>
<td>X</td>
<td>A</td>
<td>F</td>
</tr>
<tr>
<td>STAT 5302-Applied Statistics I (3hrs)</td>
<td>M</td>
<td>A</td>
<td>F</td>
</tr>
<tr>
<td>GEOG 5310-Readings in Geography (3hrs)</td>
<td>X</td>
<td>A</td>
<td>F</td>
</tr>
<tr>
<td>BIO 6301-Environmental Sustainability (3hrs)</td>
<td>X</td>
<td>R</td>
<td>F</td>
</tr>
<tr>
<td>NRM 5320-Natural Resource Biopolitics (3hrs)</td>
<td>X</td>
<td>R</td>
<td>F</td>
</tr>
<tr>
<td>NRM 6330-Plant Ecohydrology (3hrs)</td>
<td>X</td>
<td>A</td>
<td>F</td>
</tr>
<tr>
<td>PSS 5331-Advanced Plant Nutrient Management (3hrs)</td>
<td>X</td>
<td>A</td>
<td>F</td>
</tr>
<tr>
<td>NRM 5330-Advanced Aquaculture (3hrs)</td>
<td>X</td>
<td>A</td>
<td>F</td>
</tr>
<tr>
<td>NRM 6000-Thesis (6hrs)</td>
<td>X</td>
<td>A</td>
<td>F</td>
</tr>
<tr>
<td>NRM 7000-Research (8hrs)</td>
<td>X</td>
<td>A</td>
<td>F</td>
</tr>
</tbody>
</table>

**Number of Courses:** 14

---

**Arid Land Studies**
APPENDIX C

18 Characteristics of Doctoral Programs
APPENDIX D

Graduate Course Offerings

DEPARTMENTS COMPLETES TABLE:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Description</th>
<th>Qualifier</th>
</tr>
</thead>
</table>

-OR-

PROVIDES A STATEMENT SUCH AS:
Our graduate course offerings are located at the following website:
www.depts.ttu.edu/officialspublications/courses/HIST.html.
APPENDIX E

Graduate Student Handbook

DEPARTMENT ATTACHES COPY

-OR-

PROVIDES STATEMENT SUCH AS BELOW:
Our graduate student handbook is not yet in place, but will be based upon the faculty handbook that we created last semester. –OR- Our graduate student handbook can be viewed at www.webaddress.ttu.edu
APPENDIX F

Graduate Student Association(s)

DEPARTMENT ATTACHES COPY

-OR-

PROVIDES STATEMENT SUCH AS BELOW: Our department does not have a Graduate Student Association – only an undergraduate one -OR- The first Graduate Student Association is being formed this year.. -OR- Our department had a Graduate Student Association from 1995 until 1999, but was disbanded because…

Arid Land Studies
APPENDIX G

Graduate Faculty 6-Year Resumes
(obtained from digital measures)
APPENDIX H

GRE revised General Test Scores
(Information taken from http://www.ets.org/gre/institutions/scores/)

For tests taken on or after August 1, 2011

<table>
<thead>
<tr>
<th>Section</th>
<th>Score Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Reasoning</td>
<td>130-170, in 1-point increments</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>130-170, in 1-point increments</td>
</tr>
</tbody>
</table>

For tests taken prior to August 1, 2011

<table>
<thead>
<tr>
<th>Section</th>
<th>Score Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Reasoning</td>
<td>200-800, in 10-point increments</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>200-800, in 10-point increments</td>
</tr>
</tbody>
</table>
Graduate Program Reviews

STUDENT SURVEY RESULTS

College: Graduate School
Department: Interdisciplinary Studies – Arid Land Studies
Conducted by: Institutional Research & Information Management

November 2014
### Student Surveys

#### Year(s) in Program

<table>
<thead>
<tr>
<th>Year(s)</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td></td>
</tr>
<tr>
<td>2nd year</td>
<td>2</td>
</tr>
<tr>
<td>3rd year</td>
<td></td>
</tr>
<tr>
<td>4th year</td>
<td></td>
</tr>
<tr>
<td>5th year</td>
<td></td>
</tr>
<tr>
<td>6th year</td>
<td></td>
</tr>
<tr>
<td><strong>PARTICIPANT TOTAL</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

#### Q-1 I have adequate access to facilities and equipment needed for my graduate work.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 4.50

#### Q-2 The quality and availability of departmental graduate student office space is adequate for my needs.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 3.50

#### Q-3 Library resources available to me are adequate for my needs.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 4.50

#### Q-4 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 4.50

#### Q-5 The graduate courses available are taught at an appropriate level and are of sufficient rigor.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 3.50

#### Q-6 Graduate courses in other fields, needed to support my program or minor, are sufficiently available.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 4.00

#### Q-7 The initial advising I received when I entered the program was an adequate orientation.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 1.00

#### Q-8 I have access to means of communication with faculty and graduate students.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 4.00

#### Q-9 I am receiving the professional development support at TTU that I desire.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 4.00

#### Q-10 I am satisfied with the professional interaction with my academic advisor.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 4.50

#### Q-11 I am treated as a respected contributor to the graduate or research program in which I am involved.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 4.50

#### Q-12 I have been given an opportunity to be engaged in significant research for my thesis or dissertation.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 4.50

#### Q-13 If I decide to change committee chair, the mechanism for doing so is suitable.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 3.00

#### Q-14 I am informed of opportunities for professional development and contacts outside TTU, such as attendance at professional meetings.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 2.00

#### Q-15 Graduate teaching or research assistantship stipends are adequate.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 3.00

#### Q-16 The program offers adequate opportunity for its graduate students to gain teaching experience.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 3.00

#### Q-17 Graduate teaching assistantship assignments are made equitably, based on established criteria.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 3.00

#### Q-18 Program policies are clearly defined and readily available to me.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 2.00

#### Q-19 Graduate program policies clearly identify petition and appeals procedures available to me.
- **Strongly Agree**: 1
- **Agree**: 1
- **Neutral**: 1
- **Disagree**: 1
- **Strongly Disagree**: 1
- **N/A**: 1
- **Average**: 2.00
Q-20 There is a well-established mechanism for regular graduate student participation in decisions affecting students, whenever this is appropriate.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>3.00</th>
</tr>
</thead>
</table>

Have you ever attended any of the professional development seminars offered through the Texas Tech Graduate School?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Did you find the seminar(s) to be beneficial?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

What do you consider to be strengths of this program?

- international program with abroad experience, big choice of classes to attend and many field to specialize into

What do you consider to be weaknesses of this program?

- bad organization, non availability of the program coordinator

What changes, if any, could be made to improve the quality of this graduate program?

- give clear information and instructions about classes, policies, academic year time (graduation date) at the start of the semester

Please feel free to add any additional comments or questions in the space below.