

## 18 Characteristics of Texas Public Doctoral Programs

### Ph.D. in Criminal Justice

<b>1</b>	<b>Number of Degrees Per Year</b> For each of the three most recent years, average of the number of degrees awarded per academic year.	2013-14	2014-15	2015-16	3 Yr Avg			
		6	5	5	5.3			
<b>2</b>	<b>Graduation Rates</b> For each of the three most recent years, average of the percent of first-year doctoral students who graduated within ten years. (First-year doctoral students: Those students who have matriculated as doctoral students with a doctoral degree objective.)	2013-14	2014-15	2015-16	3 Yr Avg			
		n/a <sup>1</sup>	n/a <sup>1</sup>	n/a <sup>1</sup>	n/a <sup>1</sup>			
<b>3</b>	<b>Average Time to Degree</b> For each of the three most recent years, average of the graduates' time to degree. (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.)	2013-14	2014-15	2015-16	3 Yr Avg			
		3.8 year	4.3 years	4.4 years	4.2 years			
<b>4</b>	<b>Employment Profile</b> (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.	2013-14		2014-15		2015-16		
		Employed	5	83%	5	100%	5	100%
		Still seeking Employment	1	17%	0	0%	0	0%
		Unknown	0	0%	0	0%	0	0%
<b>5</b>	<b>Admission Criteria</b> Description of admission factors.	<a href="http://www.gradcollege.txstate.edu/cjp.html">http://www.gradcollege.txstate.edu/cjp.html</a>						

6	<b>Percentage of Full-time Students</b> FTS/number students enrolled (headcount) for last three fall semesters.	FA 2014	FA 2015	FA 2016
		53.7%	45.9%	40.5%

7	<b>Average Institutional Financial Support Provided</b> 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).	2015-16
		\$30,292

8	<b>Percentage Full-time students with Institutional Financial Support</b> In the prior year, the number of FTS with at least \$1000 of annual support/the number of FTS.	2015-16
		94.7%

9	<b>Number of Core Faculty</b> Number of core faculty in the prior year. (Core Faculty: Full-time tenured and tenure-track faculty who teach 50 percent or more in the doctoral program or other individuals integral to the doctoral program who can direct dissertation research.)	2015-16
		11

10	<b>Student-Core Faculty Ratio</b> 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.	2013-14	2014-15	2015-16	3 Yr Avg
		5 to 1	5 to 1	3 to 1	4 to 1

11	<b>Core Faculty Publications</b> For each of the three most recent years, average of the number of discipline-related refereed papers/publications, books/book chapters, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per core faculty member.	2013-14	2014-15	2015-16	3 Yr Avg
		2.5	2.0	2.5	2.3

12	<b>Core Faculty External Grants</b> For each of the three most recent years, average of the number of core faculty receiving external funds, average external funds per faculty, and total external funds per program per academic year (All external funds received by core faculty from any source including research grants, training grants, gifts from foundations, etc., reported as expenditures.)	2013-14	2014-15	2015-16	3 Yr Avg	
		# Core Faculty receiving external funds	2	1	3	2
		Average external fund per faculty	\$51,612	\$298,324	\$2,310,401	\$886,779
		Total external funds per program	\$103,224	\$298,324	\$6,931,203	\$2,444,250

13	<b>Faculty Teaching Load</b> Total number of credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty.	2015-16
		15

14	<b>Faculty Diversity</b> Doctoral faculty by ethnicity and gender, updated when changed.	White	Black	Hispanic	Other	
		Female	3	0	0	0
		Male	6	1	1	0

15	<b>Student Diversity – Fall 2016</b> Enrollment headcount by ethnicity and gender in program during the prior year.		White	Black	Hispanic	Other
		Female	10	2	5	3
		Male	13	0	1	3

16	<b>Date of Last External Review</b> Date of last formal external review, updated when changed.	2014
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17	<b>External Program Accreditation</b> Name of body and date of last program accreditation review, if applicable, updated when changed.	n/a <sup>2</sup>
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18	<b>Student Publications/Presentations</b> For the three most recent years, the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year by student FTE.	2013-14	2014-15	2015-16
		0.9	1.4	1.7

<sup>1</sup>Program has been in existence fewer than 10 years, so these figures have not been reported to the THECB.

<sup>2</sup>No external accreditation body exists for this discipline.

**Comments:**

**Criminal Justice Program Description**

The School of Criminal Justice at Texas State University offers a doctoral program for (1) criminal justice professionals who seek advanced education and (2) students who will pursue academic appointments at colleges and universities in Texas and around the nation. Texas State University is located in the heart of the central Texas corridor, near sixteen state criminal justice offices and thirteen Texas counties, including Travis (Austin) and Bexar (San Antonio). The university's geographic proximity to state criminal justice agency headquarters for law enforcement, criminal courts, and corrections, and to managers and executives in these agencies, makes it an ideal location for offering a doctoral-degree program.

Each student develops an appropriate degree plan to meet his/her career and academic goals. The degree plan will include a mix of theoretical, analytical, and elective courses that will prepare students to work independently and in multidisciplinary teams. Most courses are offered in the evenings or on weekends for the convenience of working professionals. All students will be given the opportunity to initiate, complete, present, and publish original research.