

## 18 Characteristics of Texas Public Doctoral Programs

### Ph.D. in Developmental Education

<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			
		1	1	2	1.3			
<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.)	2003-04	2004-05	2005-06	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			
		2.9 years	3.7 years	3.7 years	3.4 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	2	100%	2	100%	2	100%
		Still seeking Employment	0	0%	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/deved.html">http://www.gradcollege.txstate.edu/deved.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
		70.0%	64.1%	81.1%

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
		\$31,100

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
		88.5%

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
		8

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	4 to 1	5 to 1	5 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
		1.5	1.6	1.5	1.5

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	4	1	1	2
	Average external fund per faculty	\$316,051	\$14,245	\$31,854	\$120,717
	Total external funds per program	\$1,264,203	\$14,245	\$31,854	\$1,310,302

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 – Fall 2015</b> Doctoral faculty by ethnicity and gender, updated when changed. <sup>2</sup>	White	Black	Hispanic	Other	
		Female	3	0	0	0
		Male	3	0	2	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	13	3	6	7
		Male	4	2	2	0

16	<b>Date of Last External Review</b> Date of last formal external review, updated when changed.	n/a <sup>1</sup>
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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>1</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
		1.5	1.8	2.1

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

<b>Comments:</b>
<p>Program Description</p> <p>Developmental education has a multidimensional focus and is concerned with student issues of cognition, effect, identity and other aspects of the college context. Developmental education is about student success for college students, especially those underprepared or misprepared for the post-secondary educational context.</p> <p>Texas State University offers both a Ph.D. and an Ed.D. in developmental education, with concentrations in developmental literacy, developmental mathematics and learning support. The program advances theory, research and practice in the field, valuing perspectives on learning and learners that include social, cultural, cognitive, constructivist and critical frameworks. The program provides its student-scholars the tools to examine the current state of developmental education, define its essential role in post-secondary education, engage in research-based reconceptualizations of the field and create new theory and innovative practices. Through rigorous research, along with scholarly and professional experiences in an apprenticeship model, the program aims to affect change in multiple areas of developmental education.</p>