



The rising STAR of Texas

18 Characteristics of Texas Public Doctoral Programs

Ph.D. in Mathematics Education

1	Number of Degrees Per Year For each of the three most recent years, average of the number of degrees awarded per academic year.	2014-15	2015-16	2016-17	3 Yr Avg			
		3	6	4	4.3			
2	Graduation Rates 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.)	2014-15	2015-16	2016-17	3 Yr Avg			
		n/a ¹	n/a ¹	n/a ¹	n/a ¹			
3	Average Time to Degree 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.)	2014-15	2015-16	2016-17	3 Yr Avg			
		4.2 years	4.3 years	4.5 years	4.3 years			
4	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.	2014-15		2015-16		2016-17		
		Employed	3	100%	5	83%	4	100%
		Still seeking Employment	0	0%	1	17%	0	0%
		Unknown	0	0%	0	0%	0	0%
5	Admission Criteria Description of admission factors.	http://www.gradcollege.txstate.edu/programs/math-ed-phd.html						

6	Percentage of Full-time Students FTS/number students enrolled (headcount) for last three fall semesters.	FA 2015	FA 2016	FA 2017
		69.0%	73.1%	81.5%

7	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).	2016-17
		\$33,062

8	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.	2016-17
		92.0%

9	Number of Core Faculty 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.)	2016-17
		14

10	Student-Core Faculty Ratio For each of the three most recent years, average of [doctoral] full-time student equivalent (FTSE)/average of [doctoral] full-time faculty equivalent (FTE) of core faculty.	2014-15	2015-16	2016-17	3 Yr Avg
		4 to 1	5 to 1	5 to 1	5 to 1

11	Core Faculty Publications 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.	2014-15	2015-16	2016-17	3 Yr Avg
		1.9	1.7	1.8	1.8

12	Core Faculty External Grants 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.)				
		2014-15	2015-16	2016-17	3 Yr Avg
	# Core Faculty receiving external funds	3	4	6	4
	Average external fund per faculty	\$85,680	\$67,464	\$41,826	\$64,990
	Total external funds per program	\$257,040	\$269,856	\$250,953	\$259,283

13	Faculty Teaching Load Total number of credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty.	2016-17
		13

14	Faculty Diversity – Fall 2017 Doctoral faculty by ethnicity and gender, updated when changed.	White	Black	Hispanic	Other	
		Female	4	0	1	1
		Male	5	1	0	2

15	Student Diversity – Fall 2017 Enrollment headcount by ethnicity and gender in program during the prior year.		White	Black	Hispanic	Other
		Female	12	0	1	6
		Male	3	2	0	3

16	Date of Last External Review Date of last formal external review, updated when changed.	2017
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17	External Program Accreditation Name of body and date of last program accreditation review, if applicable, updated when changed.	n/a ²
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18	Student Publications/Presentations 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.	2014-15	2015-16	2016-17
		0.9	0.6	0.9

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

²No external accreditation body exists for this discipline.

Comments:

Program Description

The program's strength lies in the number of mathematics courses required to supplement courses in the teaching and learning of mathematics. This substantial number of mathematics core courses, coupled with the mathematics education specialization, increases graduates' employment opportunities and scholarly productivity.

The doctorate is designed for individuals whose career goals will take them into professional leadership roles in mathematics education. Graduates will be prepared for positions on the mathematics faculties of colleges and universities; as decision-makers in state or local education agencies; as researchers in think tanks, corporations or nonprofit agencies; as high-ranking staff members of foundations or organizations; or as decision-makers within a national ministry of education.

Texas State's Department of Mathematics provides an environment at the forefront of research that produces graduates who will contribute to making Texas a leader in mathematics, science and technology. Students learn to think critically, communicate mathematical concepts effectively and become lifetime learners.