

18 Characteristics of Texas Public Doctoral Programs

Ph.D. in School Improvement

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			
		12	9	8	9.7			
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			
		60.0%	62.5%	60.0%	60.8%			
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			
		6.5 years	5.9 years	5.0 years	5.8 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	12	100%	8	88.9%	7	87.5%
		Still seeking Employment	0	0%	0	0%	0	0%
		Unknown	0	0%	1	11.1%	1	12.5%
5	Admission Criteria Description of admission factors.	http://www.gradcollege.txstate.edu/programs/school-improvement-phd.html						

6	Percentage of Full-time Students FTS/number students enrolled (headcount) for last three fall semesters.	FA 2015	FA 2016	FA 2017
		26.3%	21.5%	27.6%

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
		\$20,416

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
		64.0%

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
		9

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
		6 to 1	7 to 1	8 to 1	7 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
		1.5	2.9	3.1	2.5

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	0	2	2	1
	Average external fund per faculty	\$0	\$29,666	\$151,640	\$60,435
	Total external funds per program	\$0	\$59,331	\$303,280	\$120,870

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
		14

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

15	Student Diversity – Fall 2017 Enrollment headcount by ethnicity and gender in program during the prior year.		White	Black	Hispanic	Other
		Female	21	4	19	1
		Male	18	2	11	0

16	Date of Last External Review Date of last formal external review, updated when changed.	2016
----	---	------

17	External Program Accreditation Name of body and date of last program accreditation review, if applicable, updated when changed.	n/a ¹
----	---	------------------

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
		0.3	1.0	0.6

¹No external accreditation body exists for this discipline.

Comments:

Program Description

Texas State University has a long tradition of conducting research to strengthen the ties between educational theory and practice. The vision of the Counseling, Leadership, Adult Education, and School Psychology Department's doctoral program in education is to prepare leaders who will become change agents committed and prepared to improving the quality of learning communities and learning across the life span.

The doctoral program in education with majors in school improvement, and adult, professional and community education is designed for individuals in a variety of educational roles who wish to develop and refine their abilities to provide educational excellence. The program takes an interdisciplinary approach to educate leaders who will understand the need for continuous