



*The rising STAR of Texas*

## Characteristics of Texas Public Doctoral Programs

### Ph.D. in Math Education

1	Number of Doctoral Degrees Awarded per Year	2015-16	2016-17	2017-18	3 Yr Avg
		6	4	3	4

Report the number of doctoral degrees awarded for each of the 3 most recent years.

2	Graduation Rates	2015-16	2016-17	2017-18	3 Yr Avg
		n/a	n/a	50%	50%

Report the percentage of doctoral students who graduated within 10 years for each of the 3 most recent years.

3	Average Time to Degree	2015-16	2016-17	2017-18	3 Yr Avg
		3.7	4.5	5.7	4.6

Report the average of graduates' time to degree for each of the most recent 3 years. For each academic year, "time to degree" is defined as beginning the year students matriculated with a doctoral degree objective until the year they graduated.

4	Employment Profile	2015-16		2016-17		2017-18		
		Employed	5	83%	4	100%	3	100%
		Still seeking Employment	1	17%	0	0%	0	0%
		Unknown	0	0%	0	0%	0	0%

Report the number and percentage of graduates employed in their field within one year of graduation, those still seeking employment, and unknown for each of the 3 most recent years. Employment includes full-time self-employment, private practice, residency, fellowship, and other opportunities for further training or education.

5	Admission Criteria	<a href="https://www.gradcollege.txstate.edu/programs/math-ed-phd.html">https://www.gradcollege.txstate.edu/programs/math-ed-phd.html</a>
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Provide a description of key admission factors.

6	Number of Core Faculty	2017-18
		17

Report the number of core faculty for the prior year. "Core faculty" is defined as appropriately credentialed individuals integral to the doctoral program, such as those who teach courses, mentor students, or serve on dissertation committees.

7	Core Faculty Activities	2015-16	2016-17	2017-18	3 Yr Avg
		1.7	1.8	2.2	1.9

Report the average number of discipline-related refereed papers/publications, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per core faculty member for each of the 3 most recent years. If figures include duplicate entries for co-authored publications, indicate the number of duplicate entries in a note.

<b>8</b>	<b>Core Faculty External Grants</b>				2015-16	2016-17	2017-18	3 Yr Avg
	# Core Faculty receiving external funds				4	6	4	5
	Average external fund per faculty				\$67,464	\$41,826	\$30,747	\$46,679
	Total external funds per program				\$269,856	\$250,953	\$122,987	\$214,599

Report the number of core faculty receiving external funds, average external funds per core faculty member, and total external funds per program for each of the 3 most recent years. Include all external funds received by core faculty and reported as expenditures from any source, including research grants, training grants, gifts from foundations, etc.

<b>9</b>	<b>Faculty Diversity<sup>1</sup></b>	White		Hispanic		Black or African American		Asian		American Indian or Alaskan Native		Inter-national		Unknown or Not Reported		Native Hawaiian or Other Pacific Islander		
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
	2015-16		5	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0
	2016-17		5	4	0	1	1	0	2	1	0	0	0	0	0	0	0	0
2017-18		6	4	0	1	1	0	3	2	0	0	0	0	0	0	0	0	

<sup>1</sup>Report the number of core faculty by gender and ethnicity (White, Hispanic, Black or African American, Asian, American Indian or Alaskan Native, International, Unknown or Not Reported, Native Hawaiian or Other Pacific Islander) for each of the 3 most recent years.

<b>10</b>	<b>Student Diversity<sup>1</sup></b>	White		Hispanic		Black or African American		Asian		American Indian or Alaskan Native		Inter-national		Unknown or Not Reported		Native Hawaiian or Other Pacific Islander		Residency Status			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	R <sup>2</sup>	O <sup>3</sup>	I <sup>4</sup>	
	2015-16		8	12	0	2	1	0	0	0	0	0	2	3	0	1	0	0	22	2	5
	2016-17		8	10	0	1	2	0	0	0	0	0	2	2	0	1	0	0	21	1	4
2017-18		3	12	0	1	2	0	0	0	0	0	3	5	0	1	0	0	18	1	8	

<sup>1</sup>Report the fall semester headcount by gender, ethnicity (White, Hispanic, Black or African American, Asian, American Indian or Alaskan Native, International, Unknown or Not Reported, Native Hawaiian or Other Pacific Islander) and residency status (Texas resident, out-of-state non-resident, and international non-resident) in the program for each of the 3 most recent years. Residency Notes: <sup>2</sup>Texas Resident, <sup>3</sup>Out-of-State Non-resident, <sup>4</sup>International Non-resident

<b>11</b>	<b>External Program Accreditation</b>	Not applicable
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Name of accrediting body and date of last program accreditation review, if applicable.

<b>12</b>	<b>Student-Core Faculty Ratio</b>	2015-16	2016-17	2017-18	3 Yr Avg
		5 to 1	5 to 1	3 to 1	4 to 1

Report the number of full-time student equivalents divided by the number of full-time faculty equivalents of core faculty for each of the 3 most recent years.

<b>13</b>	<b>Date of Last External Review</b>	2017
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Date of last formal external review.

<b>RD 14</b>	<b>Research Doctoral Programs Only: Percentage of Full-time Students</b>	2015-16	2016-17	2017-18
		69%	73%	81%

Report the fall semesters' number of full-time student equivalents divided by the headcount number of students enrolled for each of the 3 most recent years. Definition of "full-time student" is 18 semester credit hours (SCH) per year.

<b>RD 15</b>	<b>Research Doctoral Programs Only: Average Institutional Financial Support Provided</b>	2015-16	2016-17	2017-18
		\$38,788	\$33,062	\$41,880

For those receiving financial support, report the average annual monetary institutional support provided per full-time student from assistantships, scholarships, stipends, grants, and fellowships (does not include tuition or benefits) for each of the 3 most recent years.

RD 16	<b>Research Doctoral Programs Only: Percentage Full-time students with Institutional Financial Support</b>	2015-16	2016-17	2017-18
		100%	92%	100%

Report the percentage of full-time students with at least \$1,000 of annual support for each of the 3 most recent years.

RD 17	<b>Research Doctoral Programs Only: Faculty Teaching Load</b>	2015-16	2016-17	2017-18
		16	13	10

Report the total number of SCH in organized teaching courses taught per academic year by core faculty divided by the number of core faculty for each of the 3 most recent years. Organized classes include lecture, laboratory, and seminar courses.

RD 18	<b>Research Doctoral Programs Only: Student Publications/Presentations</b>	2015-16	2016-17	2017-18
		1.7	1.8	1.1

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.

PD 19	<b>Professional Doctoral Programs Only: Average Tuition and Fees to Complete the Degree</b>	2015-16	2016-17	2017-18
		n/a	n/a	n/a

Report the combined annual tuition and program-specific fees multiplied by the average number of years that graduates took to complete the degree for each of the 3 most recent years.

PD 20	<b>Professional Doctoral Programs Only: Students Passing Licensure Exams</b>	2015-16	2016-17	2017-18
		n/a	n/a	n/a

Report the combined annual tuition and program-specific fees multiplied by the average number of years that graduates took to complete the degree for each of the 3 most recent years.

#### 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.