

Texas A&M University

18 Characteristics of Texas Public Doctoral Programs

Programs included only if in existence 3 or more years. Program is defined at the 8-digit CIP code level.

Department	Agricultural Leadership, Education & Communications
Doctoral Degree Program	Agricultural Leadership, Education & Communications
Contact Name	Dr. Tracy Rutherford
Contact Phone Number	979-458-2744

1	Number of Degrees Per Year <i>Average, 2013-2016</i> <i>Three-year average of the number of degrees awarded per academic year</i>	2013-2014	8
		2014-2015	8
		2015-2016	10
		3 Year Average	8.7

2	Graduation Rates <i>Starting Cohorts: 2004-2006</i> <i>Three-year average of the percent of first-year doctoral students who graduated within ten years. First-year doctoral students: Those students who have been coded as doctoral students by the institution and have either completed a master's program or at least 30 SCH towards a graduate degree.</i>	% Graduating within 10 Years	100%
		Years with Cohort greater than 0	2005,2006

3	Average Time to Degree <i>Students Starting 2004-2006</i> <i>Three-year average of the registered time to degree[3] of first-year doctoral students within a ten year period. [3] Registered time to degree: The number of semesters enrolled starting when a student first appears as a doctoral student until she completes a degree, excluding any time taken off during graduate study. The number of years is obtained by dividing the number semesters by three.</i>	Average Years to Degree	5.6
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4	Employment Profile <i>(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</i>						
		Employed		Still Seeking Employment		Unknown	
		Number	Percent	Number	Percent	Number	Percent
	2013-2014	8	100%	0	0%	0	0%
	2014-2015	8	100%	0	0%	0	0%
2015-2016	10	100%	0	0%	0	0%	

5	Admissions Criteria <i>Outstanding academic performance and potential: GPA, GRE scores, transcripts, professional experience, statement of academic and professional interests, and letters of recommendation.</i>	<i>Description of admission factors</i>
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6	Percentage Full-time Students <i>FTS/number of students enrolled for the last three fall semesters.</i>	Fall 2013	36.2%
		Fall 2014	37.2%
		Fall 2015	45.2%

7	Average Institutional Financial Support Provided <i>For those receiving financial support, the average monetary institutional financial support provided per full-time graduate student for the prior year, from assistantships, scholarships, stipends, grants, and fellowships. Does not include tuition or benefits.</i>	\$13,252.98
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8	Percentage Full-Time Students with Institutional Financial Support <i>In the prior year, the number of full-time students with at least \$1,000 of annual support/the number of full-time students</i>	57%																		
9	Number of Core Faculty <i>Number of core faculty in the prior year</i>	21																		
10	Student-Core Faculty Ratio <i>Three-year average of full-time student equivalent (FTSE) /three-year average of full-time faculty equivalent (FTFE) of core faculty. 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.</i>	1.3																		
11	Core Faculty Publications <i>Three-year 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 year per core faculty member.</i>	12.5																		
12	Core Faculty External Grants <i>Three-year 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 from any source including research grants, training grants, gifts from foundations, etc., reported as expenditures.</i>	<table border="1"> <tr> <td data-bbox="812 789 1318 831">Average of the Number of Core Faculty receiving</td> <td data-bbox="1318 789 1505 831">15</td> </tr> <tr> <td data-bbox="812 831 1318 873">Average External Funds per Faculty</td> <td data-bbox="1318 831 1505 873">\$87,496</td> </tr> <tr> <td data-bbox="812 873 1318 909">Total External Funds</td> <td data-bbox="1318 873 1505 909">\$262,489</td> </tr> </table>	Average of the Number of Core Faculty receiving	15	Average External Funds per Faculty	\$87,496	Total External Funds	\$262,489												
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13	Faculty Teaching Load <i>Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty in the prior year</i>	25.8																		
14	Faculty Diversity <i>Core faculty by ethnicity (White, Black, Hispanic, Other) and gender, updated when changed</i>	<table border="1"> <thead> <tr> <th data-bbox="979 1108 1141 1150"></th> <th data-bbox="1141 1108 1318 1150">Male</th> <th data-bbox="1318 1108 1505 1150">Female</th> </tr> </thead> <tbody> <tr> <td data-bbox="979 1150 1141 1192">White</td> <td data-bbox="1141 1150 1318 1192">11</td> <td data-bbox="1318 1150 1505 1192">8</td> </tr> <tr> <td data-bbox="979 1192 1141 1234">Black</td> <td data-bbox="1141 1192 1318 1234">0</td> <td data-bbox="1318 1192 1505 1234">1</td> </tr> <tr> <td data-bbox="979 1234 1141 1276">Hispanic</td> <td data-bbox="1141 1234 1318 1276">1</td> <td data-bbox="1318 1234 1505 1276">0</td> </tr> <tr> <td data-bbox="979 1276 1141 1310">Other</td> <td data-bbox="1141 1276 1318 1310">0</td> <td data-bbox="1318 1276 1505 1310">0</td> </tr> </tbody> </table>		Male	Female	White	11	8	Black	0	1	Hispanic	1	0	Other	0	0			
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15	Student Diversity <i>Enrollment headcount by ethnicity (White, Black, Hispanic, Other) and gender in program in the prior year</i>	<table border="1"> <thead> <tr> <th data-bbox="979 1367 1141 1409"></th> <th colspan="2" data-bbox="1141 1367 1505 1409">Fall 2015</th> </tr> <tr> <th data-bbox="979 1409 1141 1451"></th> <th data-bbox="1141 1409 1318 1451">Male</th> <th data-bbox="1318 1409 1505 1451">Female</th> </tr> </thead> <tbody> <tr> <td data-bbox="979 1451 1141 1493">White</td> <td data-bbox="1141 1451 1318 1493">12</td> <td data-bbox="1318 1451 1505 1493">17</td> </tr> <tr> <td data-bbox="979 1493 1141 1535">Black</td> <td data-bbox="1141 1493 1318 1535">1</td> <td data-bbox="1318 1493 1505 1535">2</td> </tr> <tr> <td data-bbox="979 1535 1141 1577">Hispanic</td> <td data-bbox="1141 1535 1318 1577">2</td> <td data-bbox="1318 1535 1505 1577">1</td> </tr> <tr> <td data-bbox="979 1577 1141 1604">Other</td> <td data-bbox="1141 1577 1318 1604">2</td> <td data-bbox="1318 1577 1505 1604">5</td> </tr> </tbody> </table>		Fall 2015			Male	Female	White	12	17	Black	1	2	Hispanic	2	1	Other	2	5
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16	Date of Last External Review <i>Date of last formal external review, updated when changed</i>	March 2010																		
17	External Program Accreditation <i>Name of body and date of last program accreditation review, if applicable, updated when changed</i> SACCOC, December 2012																			
18	Student Publications/Presentations <i>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</i>	22.30																		

Comment

The breakdown view is not provided on some portions. Therefore, it is the hope if the out-of-state students diversity data is not included, it will be obtained for next year similar to the AGED program details.

Notes:

The sum of #14 (Faculty Diversity) could be less than #9 (Number of Core Faculty) if some faculty have chosen to keep their information confidential.

Excluding the distance education students, whom will be included starting from the next year