

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	Educational Psychology
Doctoral Degree Program	Educational Psychology
Contact Name	Shanna Hagan-Burke
Contact Phone Number	979-845-1394

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	15
		2014-2015	17
		2015-2016	15
		3 Year Average	15.7

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	69%
		Years with Cohort greater than 0	2004,2005,2006

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	5.9

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	15	100%	0	0%	0	0%
	2014-2015	17	100%	0	0%	0	0%
2015-2016	15	100%	0	0%	0	0%	

5	Admissions Criteria	<i>Description of admission factors</i>
	Acceptance is based on consideration from the following: GRE scores, interview with faculty committee, writing exercise, professional statement of intent, work experience, professional and community service, publications and presentations, recommendations, and GPR. In addition various indicators of academic merit the following are also considered: fluency in languages other than English, interpersonal skills, life or work experience, career goals and interests. For foreign students TOEFL score and fluency in spoken English are considered.	

6	Percentage Full-time Students <i>FTS/number of students enrolled for the last three fall semesters.</i>	Fall 2013	72.2%
		Fall 2014	67.4%
		Fall 2015	75.9%

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>	\$18,718.78
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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>	87%																		
9	Number of Core Faculty <i>Number of core faculty in the prior year</i>	22																		
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>	3.3																		
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>	4.05																		
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="808 789 1318 831">Average of the Number of Core Faculty receiving</td> <td data-bbox="1318 789 1505 831">11</td> </tr> <tr> <td data-bbox="808 831 1318 873">Average External Funds per Faculty</td> <td data-bbox="1318 831 1505 873">\$413,684</td> </tr> <tr> <td data-bbox="808 873 1318 907">Total External Funds</td> <td data-bbox="1318 873 1505 907">\$9,101,051</td> </tr> </table>	Average of the Number of Core Faculty receiving	11	Average External Funds per Faculty	\$413,684	Total External Funds	\$9,101,051												
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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>	6.8																		
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="974 1108 1136 1150"></th> <th data-bbox="1136 1108 1318 1150">Male</th> <th data-bbox="1318 1108 1505 1150">Female</th> </tr> </thead> <tbody> <tr> <td data-bbox="974 1150 1136 1192">White</td> <td data-bbox="1136 1150 1318 1192">4</td> <td data-bbox="1318 1150 1505 1192">6</td> </tr> <tr> <td data-bbox="974 1192 1136 1234">Black</td> <td data-bbox="1136 1192 1318 1234">0</td> <td data-bbox="1318 1192 1505 1234">1</td> </tr> <tr> <td data-bbox="974 1234 1136 1276">Hispanic</td> <td data-bbox="1136 1234 1318 1276">2</td> <td data-bbox="1318 1234 1505 1276">2</td> </tr> <tr> <td data-bbox="974 1276 1136 1310">Other</td> <td data-bbox="1136 1276 1318 1310">3</td> <td data-bbox="1318 1276 1505 1310">3</td> </tr> </tbody> </table>		Male	Female	White	4	6	Black	0	1	Hispanic	2	2	Other	3	3			
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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="974 1365 1136 1407"></th> <th colspan="2" data-bbox="1136 1365 1505 1407">Fall 2015</th> </tr> <tr> <th data-bbox="974 1407 1136 1449"></th> <th data-bbox="1136 1407 1318 1449">Male</th> <th data-bbox="1318 1407 1505 1449">Female</th> </tr> </thead> <tbody> <tr> <td data-bbox="974 1449 1136 1491">White</td> <td data-bbox="1136 1449 1318 1491">6</td> <td data-bbox="1318 1449 1505 1491">18</td> </tr> <tr> <td data-bbox="974 1491 1136 1533">Black</td> <td data-bbox="1136 1491 1318 1533">0</td> <td data-bbox="1318 1491 1505 1533">1</td> </tr> <tr> <td data-bbox="974 1533 1136 1575">Hispanic</td> <td data-bbox="1136 1533 1318 1575">5</td> <td data-bbox="1318 1533 1505 1575">14</td> </tr> <tr> <td data-bbox="974 1575 1136 1604">Other</td> <td data-bbox="1136 1575 1318 1604">11</td> <td data-bbox="1318 1575 1505 1604">32</td> </tr> </tbody> </table>		Fall 2015			Male	Female	White	6	18	Black	0	1	Hispanic	5	14	Other	11	32
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16	Date of Last External Review <i>Date of last formal external review, updated when changed</i>	2011-2012																		
17	External Program Accreditation <i>Name of body and date of last program accreditation review, if applicable, updated when changed</i> N/A																			
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>	2.08																		

Comment

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