

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	School 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	5
		2014-2015	12
		2015-2016	6
		3 Year Average	7.7

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	88%
		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	5.8

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	5	100%	0	0%	0	0%
	2014-2015	12	100%	0	0%	0	0%
2015-2016	6	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.	

6	Percentage Full-time Students <i>FTS/number of students enrolled for the last three fall semesters.</i>	Fall 2013	74.4%
		Fall 2014	68.1%
		Fall 2015	80.0%

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>	\$16,524.19
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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>	97%																		
9	Number of Core Faculty <i>Number of core faculty in the prior year</i>	7																		
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>	5.4																		
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>	1.71																		
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 827">Average of the Number of Core Faculty receiving</td> <td data-bbox="1318 789 1505 827">5.7</td> </tr> <tr> <td data-bbox="812 827 1318 865">Average External Funds per Faculty</td> <td data-bbox="1318 827 1505 865">\$573,442</td> </tr> <tr> <td data-bbox="812 865 1318 903">Total External Funds</td> <td data-bbox="1318 865 1505 903">\$4,014,099</td> </tr> </table>	Average of the Number of Core Faculty receiving	5.7	Average External Funds per Faculty	\$573,442	Total External Funds	\$4,014,099												
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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>	8.7																		
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 1146"></th> <th data-bbox="1141 1108 1318 1146">Male</th> <th data-bbox="1318 1108 1505 1146">Female</th> </tr> </thead> <tbody> <tr> <td data-bbox="979 1146 1141 1184">White</td> <td data-bbox="1141 1146 1318 1184">2</td> <td data-bbox="1318 1146 1505 1184">2</td> </tr> <tr> <td data-bbox="979 1184 1141 1222">Black</td> <td data-bbox="1141 1184 1318 1222">0</td> <td data-bbox="1318 1184 1505 1222">2</td> </tr> <tr> <td data-bbox="979 1222 1141 1260">Hispanic</td> <td data-bbox="1141 1222 1318 1260">0</td> <td data-bbox="1318 1222 1505 1260">0</td> </tr> <tr> <td data-bbox="979 1260 1141 1297">Other</td> <td data-bbox="1141 1260 1318 1297">0</td> <td data-bbox="1318 1260 1505 1297">0</td> </tr> </tbody> </table>		Male	Female	White	2	2	Black	0	2	Hispanic	0	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 1365 1141 1402"></th> <th colspan="2" data-bbox="1141 1365 1505 1402">Fall 2015</th> </tr> <tr> <th data-bbox="979 1402 1141 1440"></th> <th data-bbox="1141 1402 1318 1440">Male</th> <th data-bbox="1318 1402 1505 1440">Female</th> </tr> </thead> <tbody> <tr> <td data-bbox="979 1440 1141 1478">White</td> <td data-bbox="1141 1440 1318 1478">4</td> <td data-bbox="1318 1440 1505 1478">18</td> </tr> <tr> <td data-bbox="979 1478 1141 1516">Black</td> <td data-bbox="1141 1478 1318 1516">0</td> <td data-bbox="1318 1478 1505 1516">3</td> </tr> <tr> <td data-bbox="979 1516 1141 1554">Hispanic</td> <td data-bbox="1141 1516 1318 1554">2</td> <td data-bbox="1318 1516 1505 1554">7</td> </tr> <tr> <td data-bbox="979 1554 1141 1591">Other</td> <td data-bbox="1141 1554 1318 1591">2</td> <td data-bbox="1318 1554 1505 1591">9</td> </tr> </tbody> </table>		Fall 2015			Male	Female	White	4	18	Black	0	3	Hispanic	2	7	Other	2	9
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16	Date of Last External Review <i>Date of last formal external review, updated when changed</i>	2010-2011																		
17	External Program Accreditation <i>Name of body and date of last program accreditation review, if applicable, updated when changed</i> American Psychological Association 2010-2011																			
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