

18 Characteristics of Texas Public Doctoral Programs

Ph.D. in School Psychology Stephen F. Austin State University

The Texas Higher Education Coordinating Board has requested all Texas public universities offering doctoral programs to post characteristics of each doctoral program in existence for three or more years on the institution's web site and update the data annually. We hope you find this information helpful.

1	Number of Degrees Per Year For each of the three most recent years, average of the number of degrees awarded per academic year.	2015-2016	2016-2017	2017-2018	3 Year Avg.
		2	7	1	3.3

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.)	2015-2016	2016-2017	2017-2018	3 Year Avg.
		100%	100%	100%	100%

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.)	2015-2016	2016-2017	2017-2018	3 Year Avg.
		5 Years	5 Years	5 Years	5 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.			2015-2016		2016-2017		2017-2018	
		Employed	2	100%	7	100%	1	100%	
		Still seeking employment	0	0%	0	0%	0	0%	
		Unknown	0	0%	0	0%	0	0%	

5	<p>Admission Criteria Description of admission factors.</p>	<p>Applicants must possess:</p> <ul style="list-style-type: none"> • An appropriate Master's degree in school psychology or closely related discipline from an accredited college or university will serve as a prerequisite to admission to the Doctoral School Psychology Program. • Admission to the program will require a graduate GPA of 3.5 average of course work completed for all graduate work. • There is no absolute minimum Graduate Record Examination (GRE) score. However, competitive scores will approximate a combined score of 1000 or greater on the Verbal and Quantitative sections of the GRE (or equivalent on the new scale) within the last ten years and completed before the deadline for application. <p>Applicant must submit:</p> <ul style="list-style-type: none"> • Submit an online application and application fee to SFA Graduate School • Application to doctoral program • 3 letters of recommendation as outlined in the application form • Current professional vita • Official transcripts from every institution attended • Required personal statements (Essays) • Response to 4 essay questions outlined in application <p>Admission will be based on personal characteristics beyond acceptable GRE scores and GPAs, such as professional interests/goals and personal suitability. This information will be reviewed and assessed in conjunction with related application materials by the School Psychology Applicant Review Committee.</p>
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6	Percentage of Full -time Students	FA 2015-16	FA 2016-17	FA 2017-18	3 Year Avg.
	FTS/number students enrolled (headcount) for last three fall semesters. a full-time doctoral student in Fall is defined as enrolled in 9 hours of coursework OR dissertation/final-practicums.	100%	100%	100%	100%

7	Average Institutional Financial Support Provided	2017-18
	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).	\$18,000

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.	2017-18
		55%

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.	2017-18
		5

10	Student-Core Faculty Ratio For each of the three most recent years, average of full-time student equivalent (FTSE)/average of full-time faculty equivalent (FTFE) of core faculty.	2015-2016	2016-2017	2017-2018	3 Year Avg.
		5.6	4.5	4.1	4.7

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.	2015-2016	2016-2017	2017-2018	3 Year Avg.
		1.33	4	1.75	2.36

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.)				
		2015-2016	2016-2017	2017-2018	3 Year Avg.
	#Core Faculty receiving external funds	0	0	0	0
	Average external fund per faculty	0	0	0	0
Total external funds per program	0	0	0	0	

13	Faculty Teaching Load Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty.	2017-18
		7

14	Faculty Diversity Core faculty by ethnicity and gender, updated when changed.		White	Black	Hispanic	Other
		Female	2	1	0	0
		Male	1	0	0	1

15	Student Diversity Enrollment head count by ethnicity and gender in program during the prior year.		White	Black	Hispanic	Other
		Female	9	4	2	3
		Male	4	1	0	1

16	Date of Last External Review Date of last formal external review, updated when changed.	Not Applicable
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17	External Program Accreditation Name of body and date of last program accreditation review, if applicable, updated when changed.	Not Applicable
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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.	2015-16	2016-17	2017-18
		1	5	2

Comments:

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