



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.

18 Characteristics of Texas Public Doctoral Programs Educational Leadership – Doctor of Education Stephen F. Austin State University

1. Degree Information

Number of Degrees Per Year

Rolling three-year average of the number of degrees awarded per academic year.

Academic Year	Average Number of Degrees
2006-2007	16
2007-2008	16
2008-2009	15

3-Year Period (Academic Years)	Average Number of Degrees
2006-2009	16

2. Graduation Rates

Three-year average of the percent of first-year doctoral students who graduated by 2010 for the cohorts whose first year in the doctoral program was 2004-2005 to 2006-2007 based on spring enrollments to degree completion.

Academic Year of Entry into the Program to Spring Semester	Percent who graduated Within 10 years
2004-2005	93% (11 of 12)
2005-2006	100% (16 of 16)
2006-2007	92% (14 of 15)

3-Year Period (Academic Years)	Percent who graduated Within 10 years
2005-2010	95.5%

3. Average Time to Degree

Rolling three-year average of the registered time to degree of first-year doctoral students.

Academic Year	Average time to degree
2006-2007	3.63
2007-2008	2.72
2008-2009	3.07

4. Employment Profile (in field within one year of graduation)

Percentage of the last three years of graduates employed in academia, post-doctorates, industry/professional, government, and those still seeking employment.

Employment Field	
Academia	8.5%
Post-doctorate	0%
Industry/professional (P-16)	91.5%
Government	0%
Seeking employment	0%

5. Admissions Criteria

Description of admission factors

Applicants must possess:

- a master's degree in a related field from an accredited college or university
- 3.5 (4.0 scale) average of course work completed for all graduate work
- a composite score in the range of 1,000 on the Verbal and Quantitative sections of the GRE (within the last **ten** years) and completed before the deadline for application

Applicant must submit:

- all forms and credentials respectively to the Department of Secondary Educational Leadership and the Graduate School. The forms include the following:
 - application (and fee of \$25) to graduate school (submitted to Graduate School Office)
 - application to doctoral program (submitted to Secondary Education and Educational Leadership Department: Attention Program Coordinator)
 - a list of four references should be included as outlined in the application forms
 - a current resume
 - a leadership profile

After the doctoral faculty reviews all application materials, a pool of applicants is selected for an on-site interview, a brief presentation, and an on-site writing sample. The Doctoral Faculty Council then selects the candidates.

6. Percentage Full-Time Students (FTS) with Financial Support

In the prior year, the percentage of FTS (greater than or equal to 18 SCH) with support/the number of FTS.

Academic Year	Percent of FTS Financial Support
2008-2009	61.5%

7. Average Financial Support Provided

For those receiving financial support, the average support provided per full-time graduate student (including tuition rebates) for the prior year, including research assistantships, teaching assistantships, fellowships, tuition, benefits, etc.

Academic Year	FTS Average Financial Support
2008-2009	\$10,647.00
	Research Assistants 2 @ \$20,000.00 each

Academic Year	Scholarships
2008-2009	\$2,556.80

8. Student-Core Faculty Ratio

Rolling three-year average of full-time student equivalent (FTSE)/rolling three-year average of full-time faculty equivalent (FTFE) of core faculty.

Academic Year	Student-Core Faculty
2006-2007	11:1
2007-2008	11:1
2008-2009	11:1

3-Year Period (Academic Years)	Average Student- Core Faculty Ratio
2006-2009	11:1

9. Core Faculty Publications

Rolling three-year average of the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, notices of discoveries, filed/patents issued, and books per year for 6 core faculty member.

Academic Year	Refereed Publications for 6 Core Faculty	Refereed Papers/Presentations For 6 Core Faculty
2006-2007	36	57
2007-2008	31	39
2008-2009	45	37

3-Year Period (Academic Years)	Average Number of Refereed Publications for 6 Core Faculty	Average Number of Refereed Papers/Presentations For 6 Core Faculty
2006-2009	37	44

10. Core Faculty External Grants

Rolling three-year average of the number of core faculty receiving external funds, average external grant \$ per faculty, and total external grant \$ per program per academic year.

Grant	Amount Per Year
GEAR UP	\$1.2 million per year (6.1 million @ 5 years)
ENLACE	\$286,821 per year (1,434,109 @ 5 years)
Project DEVELOP	\$178,879 per year (715,516 @ 4 years)

Core Faculty	Academic Years	Total External Grant Funding Per Program
2	2006-2007	\$1,398,879 (GEAR UP and Project DEVELOP)
3	2007-2008	\$1,685,700 (GEAR UP, Project DEVELOP, ENLACE)
3	2008-2009	\$1,810,700 (GEAR UP, Project DEVELOP, ENLACE, and TERCEP)
Average 2	2006-2009	\$4,895,279 (Total)

3-Year Average	\$1,631,760
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11. Percentage Full-time Students

Rolling three-year average of the FTS/number of students enrolled (headcount for last three fall semesters. (18 SCH)

	Fall 2006	Fall 2007	Fall 2008
Fulltime	15	12	14
Part time	21	32	28
Total Number of Students	36	44	42
Percentage of full time	42%	27%	33%

3-Year Period (Fall Semesters)	Average Percent Full-time Students
Fall 2006-Fall 2008	34%

12. Number of Core Faculty

Number of core faculty in the prior year.

Academic Year	Number of Core Faculty
2008-2009	6

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 in the prior year.

Academic Year	Faculty Teaching Load
2008-2009	8.0 SCH

14. Faculty Diversity

Core faculty by ethnicity (White, Black, Hispanic, Other) and gender in the prior year.

2008-2009	White	Black	Hispanic	Other	Total
Female	2	1	0	0	3
Male	3	0	0	0	3
Total	5	1	0	0	6

15. Student Diversity

Enrollment headcount by diversity (White, Black, Hispanic, Other) and gender in program in the prior year.

2008-2009	White	Black	Hispanic	Other	Total
Female	27	3	1	0	31
Male	20	2	3	0	25
Total	47	5	4	0	56

Note: This aggregated number includes the new cohort of Summer 09. Question 11 did not include Summer 09 because the question called for only students who had completed 18 hours that year. Students are admitted in the summer to begin the Doctoral Program and complete 6 hours in that summer.

16. Date of Last External Review

Date of last formal external review.

Date
April 2007

Note: As part of the new National Council for Accreditation of Teacher Education (NCATE) accreditation process, the Doctoral Program in Educational Leadership was included in 2007 as part of the total College of Education review. The program was granted affiliate membership in University Council of Educational Administration (UCEA) in 2009.

17. External Program Accreditation

Name of body and date of last program accreditation review, if applicable.

Accreditation Body	Date
National Council for Accreditation of Teacher Education (NCATE)	April 2007

18. Student Publications/ Presentations

Total number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year.

Academic Year	Total Number of Refereed Publications/Presentations for Students
2006-2007	43 (SERA) 3 (Curr Pedagogy Conference)
2007-2008	15 (SERA) 15 (Journal article)
2008-2009	11 (SERA) 2 (TASB)

3-Year Period (Academic Years)	Average Number of Publications/Presentations for Students
2006-2009	30

Note: All students are required to present at least one refereed paper for the Southwest Education Research Association Conference (SERA). In addition, students have presented at the Texas Association of School Boards Conference (TASB) and the Curriculum and Pedagogy Conference.

In the 2005-2006 academic year, 16 doctoral students contributed toward a book titled *Changing Mindsets of Educational Leaders to Improve Schools* published by R&L Education. Fifteen students authored an article for *Scholarly Practitioners*, a publication of Indiana University.