

**18 Characteristics of Texas Public Doctoral Programs**  
**Educational Leadership - Doctor of Education**  
**Sam Houston State University**

## Degree Information

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### 1. Number of Doctoral Degrees Awarded Per Year

For each of the three most recent years, the number of doctoral degrees awarded per academic year.

Academic Year	Number of Degrees
2017-2018	16
2018-2019	12
2019-2020	8

### 2. Graduation Rates

For each of the three most recent years, the percent of doctoral students who graduated within ten years.

Academic Year of Entry into Program	Percent who graduated within 10 years
2007-2008	88.9%
2008-2009	78.1%
2009-2010	61.3%

### 3. Average Time to Degree

For each of the three most recent years, average of the graduates' time to degree.

Academic Year	Average time to degree
2017-2018	3.79 years
2018-2019	4.14 years
2019-2020	3.38 years

### 4. Employment Profile

For each of the three most recent years, the number and percent of graduates employed, those still seeking employment, and unknown.

Employment Field	Employed	Seeking employment	Unknown
2017-2018	100%	0%	0%
2018-2019	100%	0%	0%
2019-2020	100%	0%	0%

## 5. Admissions Criteria

Description of key admission factors.

1. [Graduate Admission Application](#)
2. [Application fee](#)
3. Official transcript from the baccalaureate degree granting institution
4. Official transcript(s) showing receipt of a master's degree in a related field from an accredited institution
5. Resume (describing education, work history, leadership experiences, and naming/listing at least 3 professional references)
6. Application Essay. Not to exceed 1,800 words. Please, address these specific questions in an essay:
  - a) What are some highlights of your professional career?
  - b) What are some experiences that demonstrate your **leadership** strengths?
  - c) What are your professional goals?
  - d) What reasons do you have for pursuing a Doctorate of Education (Ed.D.) in Educational Leadership (K-12) at Sam Houston State University?

**Note:** Applicants selected after the initial screening will be invited for an interview. Applicants should hold a master's degree in a related field, and the student's graduate GPA should be 3.5 or higher. In addition, three years of full-time professional experience in a school or agency is preferred.

## 6. Core Faculty

For each of the three most recent years, the number of core faculty.

Academic Year	Number of Core Faculty
2017-2018	14
2018-2019	10
2019-2020	5

## 7. Core Faculty Activities

For each of the three most recent years, the average 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.

Academic Year	Average Number of Publications per Core Faculty
2017-2018	13.4
2018-2019	7
2019-2020	10

**8. Core Faculty External Grants**

For each of the three most recent years, the number of core faculty receiving external funds, average external funds per faculty, and total external funds per program per academic year.

Academic Year	Number of Core Faculty Receiving External Funds	Average External Funds per Faculty	Total External Funds
2017-2018	1	5,428.00	76,000.00
2018-2019	0	0	0
2019-2020	0	0	0

**9. Faculty Diversity**

For each of the three most recent years, the core faculty by gender and ethnicity (White, Hispanic, Black/African American, Asian, American Indian/Alaskan Native, International, Unknown/Not Reported, Native Hawaiian/Other Pacific Islander).

Academic Year	Female	Male	White	Hispanic	Black or African American	Asian	American Indian or Alaskan Native	International	Unknown or Not Reported	Native Hawaiian or Other Pacific Islander	Total
2017-2018	5	9	9	2	3						14
2018-2019	4	6	6	1	3						10
2019-2020	2	3	4	1	0						5

**10. Student Diversity**

For each of the three most recent years, the students by gender, ethnicity (White, Hispanic, Black or African American, Asian, American Indian or Alaskan Native, International, Unknown or Not Reported, Native Hawaiian or Other Pacific Islander) and residency status (Texas resident, out-of-state non-resident, and international non-resident).

Academic Year	Female	Male	Total
2017-2018	59	31	90
2018-2019	50	21	71
2019-2020	48	21	69

Academic Year	White	Hispanic	Black or African American	Asian	American Indian or Alaskan Native	International	Unknown or Not Reported	Native Hawaiian or Other Pacific Islander	Total
2017-2018	48	8	26				8		90

2018-2019	37	7	19				8		71
2019-2020	35	7	20				7		69

Academic Year	Texas Resident	Out-of-state Non-resident	International Non-resident	Total
2017-2018				90
2018-2019				71
2019-2020	69			69

**11. External Program Accreditation**

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

Accrediting Body	Date of Review
NCATE/CAPE, Program Area ELCC	Fall 2019
UCEA	Fall 2010

**12. Student-Core Faculty Ratio**

For each of the three most recent years, the full-time student equivalent (FTSE) / full-time faculty equivalent (FTFE) of core faculty.

Academic Year	Student-Core Faculty Ratio
2017-2018	9:1
2018-2019	7:1
2019-2020	9:1

**13. Date of Last External Review**

Date of last formal external review.

Date
Spring 2013

**14. Percentage of Full-time Students**

For each of the three most recent years, the full-time student equivalents / headcount for fall semesters.

Fall Semester	Percent Full-time Students
Fall 2017	8.0%
Fall 2018	8.8%
Fall 2019	82.0%

**15. Average Institutional Financial Support Provided**

For each of the three most recent years, for those receiving financial support, the average annual monetary institutional support provided per full-time student from assistantships, scholarships, stipends, grants, and fellowships (does not include tuition or benefits).

Academic Year	Average Financial Support
2017-2018	\$2462
2018-2019	\$1748
2019-2020	\$2923

**16. Percentage of Full-time Students (FTS) with Institutional Financial Support**

For each of the three most recent years, the percentage of full-time students with at least \$1,000 of annual support.

Academic Year	Percent of FTS Financial Support
2017-2018	0%
2018-2019	100%
2019-2020	92.6%

**17. Faculty Teaching Load**

For each of the three most recent years, the total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty.

Academic Year	Faculty Teaching Load
2017-2018	12
2018-2019	12
2019-2020	12

**18. Student Publications/Presentations**

For each of the three most recent years, the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, and external presentations per year.

Academic Year	Number of Publications/Presentations
2017-2018	Pub = 37, Pres = 41
2018-2019	Pub = 10, Pres = 33
2019-2020	Pub = 13, Pres = 36