

**18 Characteristics of Texas Public Doctoral Programs**  
**Instructional Systems Design and Technology - 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	0
2018-2019	0
2019-2020	3

**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
2017-2018	N/A
2018-2019	N/A
2019-2020	100%

**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	N/A
2018-2019	N/A
2019-2020	12.33

**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	N/A	N/A	N/A
2018-2019	N/A	N/A	N/A
2019-2020	2	1	0

## 5. Admissions Criteria

Description of key admission factors.

1. A Graduate Studies Application with the application fee.
2. Official transcript(s) showing receipt of a baccalaureate degree and a master's degree from an accredited institution. Candidates for admission to the professional practice Doctoral Program in Instructional Systems Design and Technology must have a Masters Degree in Instructional Systems Design and Technology or a similar degree which includes the foundational knowledge required for this proposed program. Documentation of the candidate's graduation from accredited institutions at the baccalaureate and masters levels will be required.
3. Applicants must submit an acceptable score on the verbal, quantitative, and analytical writing sections of the GRE.
4. A sample of the candidate's professional work such as a published article and/or an example of experience in instructional technology design/multimedia design. This product should provide evidence of the candidate's potential for doctoral level scholarship and should be accompanied by a statement of the candidate's professional goals.
5. A minimum of three years of teaching, direct service, administrative experience with technology, instructional design either in school, administrative, or business/industry. The types of professional experiences in an applicant's background will be viewed as evidence of both direct service roles, as well as commitment to the field of instructional technology.
6. A current resume or vita
7. Three letters of recommendation from educational or direct service settings, two of which should refer to direct experiences with instructional technology and/or multimedia design, and can speak to the candidate's potential for success in a doctorate program.
8. 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 credible school, agency, or organization is required.
9. Applicants meeting the above criteria may be invited for an interview with the doctoral admissions committee. This interview, conducted by graduate faculty of the University, provides the candidate an opportunity to demonstrate potential for leadership, commitment to service, and interest in applied research. A candidate who fails to meet one of the criteria may receive probationary admission if he/she is sponsored by a doctoral faculty member.

## 6. Core Faculty

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

Academic Year	Number of Core Faculty
2017-2018	5
2018-2019	3
2019-2020	2

**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	2
2018-2019	1.3
2019-2020	3

**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	0	0	0
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	3	2	3			2					5
2018-2019	2	1	2			1					3
2019-2020	1	1	1			1					2

**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	11	9	20
2018-2019	26	18	44
2019-2020	24	17	41

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	13	4	1				2		20
2018-2019	29	8	4				3		44
2019-2020	27	7	3				4		41

Academic Year	Texas Resident	Out-of-state Non-resident	International Non-resident	Total
2017-2018				20
2018-2019				44
2019-2020	31	10	0	41

**11. External Program Accreditation**

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

Accrediting Body	Date of Review
N/A	N/A

**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	7
2018-2019	14.3
2019-2020	22.5

**13. Date of Last External Review**

Date of last formal external review.

Date
April 2018

**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	100%
Fall 2018	97.7%
Fall 2019	72.8%

**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	\$1,500
2018-2019	\$1,394
2019-2020	\$4,052

**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	100%
2018-2019	100%
2019-2020	66.7%

**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	2.6
2018-2019	10
2019-2020	6

**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	1.60
2018-2019	0.91
2019-2020	0.80