### Department
Psychology & Special Education

### Doctoral Degree Program
Educational Psychology

### Contact Name
Dr. Curt Carlson

### Contact Phone Number
903-468-8723

#### Table 1: Number of Degrees Per Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Degrees per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>4</td>
</tr>
<tr>
<td>2017-2018</td>
<td>7</td>
</tr>
<tr>
<td>2018-2019</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Table 2: Graduation Rates

<table>
<thead>
<tr>
<th></th>
<th>% Graduating within 10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2008</td>
<td>32.24%</td>
</tr>
</tbody>
</table>

#### Table 3: Average Time to Degree

<table>
<thead>
<tr>
<th></th>
<th>Average Years to Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

#### Table 4: Employment Profile

<table>
<thead>
<tr>
<th>Area of Employment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academia</td>
<td>100%</td>
</tr>
<tr>
<td>Post Doctorates</td>
<td>-</td>
</tr>
<tr>
<td>Industry/Professional</td>
<td>-</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>-</td>
</tr>
</tbody>
</table>

#### Table 5: Admission Criteria

http://www.tamuc.edu/academics/graduateSchool/programs/education/educationalPsychologyPhDDomestic.aspx

#### Table 6: Percentage of Full-time Students with Financial Support

<table>
<thead>
<tr>
<th></th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Students</td>
<td>12</td>
</tr>
<tr>
<td>Students with support</td>
<td>10</td>
</tr>
<tr>
<td>Percentage of students with support</td>
<td>83%</td>
</tr>
<tr>
<td>Amount of Support</td>
<td>$42,267.04</td>
</tr>
</tbody>
</table>

#### Table 7: Average Financial Support Provided

<table>
<thead>
<tr>
<th>Source of Support</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Assistantships</td>
<td>$13,330.00</td>
</tr>
<tr>
<td>Teaching/Non-Teaching Assistantships</td>
<td>$9166.00</td>
</tr>
<tr>
<td>Tuition Waivers</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>$42,267.04</td>
</tr>
<tr>
<td>Total</td>
<td>$64,763.04</td>
</tr>
<tr>
<td>Total number of Full Time Students with Financial Support</td>
<td>10</td>
</tr>
<tr>
<td>Average Amount of support per student</td>
<td>$6476.30</td>
</tr>
</tbody>
</table>
### 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.

2.06:1

### Core Faculty Publications
Rolling 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. SEE Page 4-8.

33

### 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.

| Average of the Number of Core Faculty Receiving External Funds | 1 |
| Average External Grant $ per Faculty | $18,132.36 |
| Total External Grant $ | $344,515.00 |

### Percentage of Full-time Students
Rolling three-year average of the FTS (≥ 9 SCH)/number students enrolled (headcount) for last three fall semesters.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21.05%</td>
<td>27.03%</td>
<td>15.38%</td>
</tr>
</tbody>
</table>

### Number of Core Faculty
Number of Core Faculty in the prior year.
Core faculty: Full-time tenured and tenure-track faculty who teach fifty percent or more in the graduate program or other individuals integral to the graduate program who can direct research.

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### Faculty Teaching Load
This information has been calculated using the Semester Credit Hours for the entire department but is being revised to only use the hours taught by core faculty members.
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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33</td>
<td>21.47</td>
<td>33.53</td>
</tr>
</tbody>
</table>

### Faculty Diversity
Core faculty by ethnicity and gender.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Pacific Islander</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>11</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>17</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>6</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>17</td>
<td>19</td>
</tr>
</tbody>
</table>
| 15 | **Student Diversity**  
*Enrollment headcount by ethnicity and gender in the program in the prior year.* |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Headcount by Ethnicity</strong></td>
<td>2016-2017</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>-</td>
</tr>
<tr>
<td>Black Non Hispanic</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic American</td>
<td>1</td>
</tr>
<tr>
<td>Other-International</td>
<td>1</td>
</tr>
<tr>
<td>White Non Hispanic</td>
<td>23</td>
</tr>
<tr>
<td>Not Specified</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>38</td>
</tr>
<tr>
<td>Female</td>
<td>22</td>
</tr>
<tr>
<td>Male</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16</th>
<th><strong>Date of Last External Review</strong></th>
<th>2014</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>17</th>
<th><strong>External Program Accreditation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Association of Colleges and Schools</td>
<td></td>
</tr>
</tbody>
</table>

| 18 | **Student Publications/Presentations**  
*Rolling three-year average of the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year. SEE Page 9-17.* | 32 |
Publications by Doctoral Core Faculty


Student Publications/Presentations


Assis, N., Reysen, S., Gibson, S., & Hendricks, L. (2017, March). On Campus, Online and Off-site Students’ Attitudes towards University. Poster presented by Assis, N. at the Annual Federation Graduate Student Research Symposium, Denton, TX.


Villanueva-Russell, Y., Gibson, S., Assis, N., Kaushik, R., Hudson, J., Crews, M., Modile, O. (November,


Dangol, N., Assis, N., Gibson, S., Reysen, S. (2016, November). International students’ sense of belonging as impacted by a leadership training program. Presented by N. Dangol at the 13th Annual Pathways Student Research Symposium, Prairie View A&M University, TX.

Modile, O., Gibson, S., Assis, N. (2016, November). Review of a marketing campaign using cialdini’s social proof theory as a reinforcement mechanism. Presented by O. Modile at the 13th Annual Pathways Student Research Symposium, Prairie View A&M University, TX.


Woodard, C., Assis, N., & Gibson, S. (2016, April). Investigation of the relationship between students’ global competence and study abroad experience. Presented by C. Woodard at the Texas Women’s University, Federation Graduate Student Research Symposium, Texas Woman’s University, Denton, TX.


Assis, N., Fountain, J. (2019) Creating a Student Internship Program – A Case Study. Presented by Assis, N. at the Texas Association for Higher Education Assessment Conference (TxAHEA), University of North Texas in Denton, TX.


The effect of viewing distance on empirical discriminability and the confidence-accuracy relationship for eyewitness identification. Annual meeting for the American Psychology – Law Society, Portland, OR.

Jones, A. R., Carlson, C. A., Lockamyeur, R. F., Whittington, J. E.,


The effect of viewing distance and weapon presence on eyewitness identification. Annual meeting for ARMADILLO, Houston, TX.


Latham, Sarah (June, 2019). Making College Campus Safety Requirements Benefit You: Discussion of the Clery Act on Behavior Modification. 2019 Texas State 4-H Roundup Presentation, College Station, Texas.


