



**Characteristics of Texas Public Doctoral Programs  
Doctor of Educational Leadership**

1	<b>Number of Doctoral Degrees Awarded Per Year (3 most recent years)</b>	2014-2015	2015-2016	2016-2017
	Report the number of doctoral degrees awarded for each of the 3 most recent years.	66	86	76
2	<b>Graduation Rates (3 most recent years)</b>	2014-2015	2015-2016	2016-2017
	Report the percentage of doctoral students who graduated within 10 years for each of the 3 most recent years. Graduation rates are based on the methodology used in the Accountability System, which uses CBM001 data to identify students beginning a program at a specified time and uses CBM009 data to track students from that cohort who graduate within the following 10-year period.	100%	100%	100%
3	<b>Average Time to Degree (3 most recent years)</b>	2014-2015	2015-2016	2016-2017
	Report the average of graduates' time to degree for each of the most recent 3 years. For each academic year, "time to degree" is defined as beginning the year students matriculated with a doctoral degree objective until the year they graduated.	2.68 years	2.78 years	2.81 years
4	<b>Employment Profile (3 most recent years)</b>	Employed	Seeking Employment	Unknown
	Report the number and percentage of graduates employed in their field within one year of graduation, those still seeking employment, and unknown for each of the 3 most recent years. Employment includes full-time self-employment, private practice, residency, fellowship, and other opportunities for further training or education.	99%	0%	1%



5	<p><b>Admissions Criteria (most recent year)</b></p> <p>Provide a description of key admission factors</p>	<ol style="list-style-type: none"> <li>1. Graduate School Application</li> <li>2. Official Transcripts</li> <li>3. GRE Scores</li> <li>4. Completed Master's Degree in related field from an accredited college or university</li> <li>5. Minimum 3.5 GPA</li> <li>6. Prior and current evidence of leadership</li> <li>7. Other leadership experience</li> <li>8. Number of certificates</li> <li>9. Three letters of recommendation</li> <li>10. Resume/Vitae submission</li> <li>11. Essay</li> <li>12. Video submission (5 minutes)</li> </ol>
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6	<p><b>Percentage of Full-time Students (3 most recent years)</b></p> <p>Report the fall semesters' number of full-time student equivalents divided by the headcount number of students enrolled for each of the 3 most recent years. Definition of "full-time student" is 18 semester credit hours (SCH) per year.</p>	2014-2015	2015-2016	2016-2017
		99%	99%	99%

7	<p><b>Average Institutional Financial Support Provided (3 most recent years)</b></p> <p>For those receiving financial support, report the average annual monetary institutional support provided per full-time student from assistantships, scholarships, stipends, grants, and fellowships (does not include tuition or benefits) for each of the 3 most recent years.</p>	2014-2015	2015-2016	2016-2017
		\$1000	\$1000	\$1000

8	<p><b>Percentage Full-time Students with Institutional Financial Support (3</b></p>	2014-2015	2015-2016	2016-2017
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	<b>most recent years)</b> Report the percentage of full-time students with at least \$1,000 of annual support for each of the 3 most recent years.	100%	100%	99%
9	<b>Core Faculty (3 most recent years)</b> Report the number of core faculty for each of the 3 most recent years. “Core faculty” is defined as appropriately credentialed individuals integral to the doctoral program, such as those who teach courses, mentor students, or serve on dissertation committees.	2014-2015	2015-2016	2016-2017
		7 full-time tenured and tenure-track faculty who teach 50% or more in the doctoral program	7 full-time tenured / tenure-track faculty who teach 50% or more in the doctoral program	7 full-time tenured and tenure-track faculty who teach 50% or more in the doctoral program
10	<b>Student-Core Faculty Ratio (3 most recent years)</b> Report the number of full-time student equivalents divided by the number of full-time faculty equivalents of core faculty for each of the 3 most recent years.	2014-2015	2015-2016	2016-2017
		49:1	54:1	41:1
11	<b>Core Faculty Activities (3 most recent years)</b> Report the average number of discipline-related refereed papers/publications, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per core faculty member for each of the 3 most recent years. If figures include duplicate entries for co-authored publications, indicate the number of duplicate entries in a note. Additional noteworthy faculty activities or awards may be explained in an attached comment.	2014-2015	2015-2016	2016-2017
		4	4.5	5.5



12	<p><b>Core Faculty External Grants (3 most recent years)</b></p> <p>Report the number of core faculty receiving external funds, average external funds per core faculty member, and total external funds per program for each of the 3 most recent years. Include all external funds received by core faculty and reported as expenditures from any source, including research grants, training grants, gifts from foundations, etc.</p>	<p>No external grants at this time.</p> <p>*Doctoral faculty has the primary focus to aid student success in completing the degree. Although faculty do consultation and present professional development, currently, no faculty are actively involved in externally funded grant activities.</p>
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13	<p><b>Faculty Teaching Load (3 most recent years)</b></p> <p>Report the total number of SCH in organized teaching courses taught per academic year by core faculty divided by the number of core faculty for each of the 3 most recent years. Organized classes include lecture, laboratory, and seminar courses.</p>	2014-2015	2015-2016	2016-2017
		9	9	9

14	<p><b>Faculty Diversity (3 most recent years)</b></p> <p>Report the number of core faculty by gender and ethnicity (White, Hispanic, Black or African American, Asian, American Indian or Alaskan Native, International, Unknown or Not Reported, Native Hawaiian or Other Pacific Islander) for each of the 3 most recent years.</p>	2014-2015	2015-2016	2016-2017
		7 Core Faculty 4 Female 3 Male 5 Caucasian 2 African American	7 Core Faculty 4 Female 3 Male 5 Caucasian 2 African-American	7 Core Faculty 3 Female 4 Male 6 Caucasian 1 African-American

15	<p><b>Student Diversity (3 most recent years)</b></p> <p>Report the fall semester headcount 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) in the program for each of the 3 most recent years. International non-resident students should include all students paying resident tuition rates because of waivers.</p>	2014-2015	2015-2016	2016-2017
		161 Male / 229 Female = 390 72 African American 7 American Indian/Alaskan Native 5 Asian/Pacific	154 Male / 223 Female = 377 67 African American 8 American Indian/Alaskan Native 11 Asian/Pacific	113 Male / 174 Female = 287 2 Black/African American 35 Black/Non-Hispanic 7 American Indian/Alaskan



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		Islander 41 Hispanic 254 Caucasian 11 Other/Not Reported	Islander 39 Hispanic 7 International Non-Resident 240 Caucasian 5 Other / Not reported	Native 8 Asian/Pacific Islander 26 Hispanic/Latino 4 Hispanic/Other 8 International Non-Resident 196 Caucasian 1 Other / Not reported
16	<b>Date of Last External Review</b>  Date of last formal external review	SACS: Fall 2019 TEA: Fall 2014 NCATE: Fall 2014		
17	<b>External Program Accreditation</b>  Name of accrediting body and date of last program accreditation review, if applicable.	Program was reviewed by NCATE in Fall 2014		
18	<b>Student Publications/Presentations (3 most recent years)</b>  Report the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, and external presentations per year for each of the 3 most recent years. If figures include duplicate entries for co-authored publications, indicate the number of duplicate	2014-2015	2015-2016	2016-2017
		3	3.1	23  17 are co-authored/duplicate presentations



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entries in a note.

\*These numbers include presentations and publications based on students' dissertation and coursework even if the student graduated during the timeframe in which the publication/presentation was under review. These numbers may be under-reported as some students fail to notify our office when a publication/presentation is accepted. Built within the program is that doctoral students are required to make at least one professional publication and submit at least one article for publication. Additional, many of our students continue to publish and present their dissertation work after graduation.