



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

1	Number of Degrees Per Year	2013-2014	2014-2015	2015-2016
	For each of the three most recent years, average of the number of degrees awarded per academic year	58	66	86
2	Graduation Rates	2013-2014	2014-2015	2015-2016
	For each of the three most recent years, average of the percent of first-year doctoral students who graduated within ten years. First year doctoral students: those students who have matriculated as doctoral students with a doctoral degree objective.	100%	100%	100%
3	Average Time to Degree	2013-2014	2014-2015	2015-2016
	For each of the three most recent years, average of the graduates' time to degree. For each academic year, the time to degree is defined as beginning the year students matriculated with a doctoral degree objective until the year they graduated.	2.69 years	2.68 years	2.78 years
4	Employment Profile (in field within one year of graduation)	Employed	Seeking Employment	Unknown
	For each of the three most recent years, the number and percent of graduates by year employed, those still seeking employment and unknown.	99%	0%	1%



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5	<p>Admissions Criteria</p> <p>Description of admission factors</p>	<ol style="list-style-type: none"> 1. Graduate School Application 2. Official Transcripts 3. GRE Scores 4. Completed Master's Degree in related field from an accredited college or university 5. Minimum 3.5 GPA 6. Prior and current evidence of leadership 7. Other leadership experience 8. Number of certificates 9. Three letters of recommendation 10. Resume/Vitae submission 11. Essay 12. Video submission (5 minutes)
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6	<p>Percentage of Full-time Students</p> <p>FTS/number of students enrolled (headcount) for last three fall semesters. Definition of Full Time Student (FTS) is institutional by program.</p>	2013-2014	2014-2015	2015-2016
		99.6%	99%	99%

7	<p>Average Institutional Financial Support Provided</p> <p>For those receiving financial support, the average monetary institutional support provided per full-time graduate student for the prior year from assistantships, scholarships, stipends, grants, and fellowships (does not include tuition or benefits)</p>	2013-2014	2014-2015	2015-2016
		\$1000	\$1000	\$1000

8	<p>Percentage Full-time Students with Institutional Financial Support</p> <p>In the prior year, the number of FTS with at least \$1000 of annual support/the number of FTS</p>	2013-2014	2014-2015	2015-2016
		100%	100%	100%



9	Number of Core Faculty	2015-2016		
	Number of core faculty in the prior year. Core Faculty: Full-time tenured and tenure-track faculty who teach 50 percent or more in the doctoral program or other individuals integral to the doctoral program who can direct dissertation research.	7 Tenured/Tenure Track Faculty 1 Visiting Assistant Professor 5 Clinical Instructors		
10	Student-Core Faculty Ratio	2013-2014	2014-2015	2015-2016
	For each of the three most recent years, average of full-time student equivalent (FTSE)/average of full-time faculty equivalent (FTFE) of core faculty	52:1	49:1	54:1
11	Core Faculty Publications	2013-2014	2014-2015	2015-2016
	For each of the three most recent years, 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 core faculty member.	4	4	4.5
12	Core Faculty External Grants	No external grants at this time.		
	For each of the three most recent years, average of the number of core faculty receiving external funds, average external funds per faculty, and total external funds per program per academic year. All external funds received by core faculty from any source including research grants, training grants, gifts from foundations, etc., reported as expenditures.	*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.		



	Faculty Teaching Load	2013-2014	2014-2015	2015-2016
13	Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty	9	9	9
	Faculty Diversity	2015-2016		
14	Core faculty by ethnicity (White, Black, Hispanic, Other) and gender, updated when changed	7 Core Faculty 4 female 3 male 5 Caucasian 2 African-American		
	Student Diversity	2015-2016		
15	Enrollment headcount by ethnicity (White, Black, Hispanic, Other) and gender in program during the prior year	154 Male / 223 Female = 377 67 African American 8 American Indian/Alaskan Native 11 Asian/Pacific Islander 39 Hispanic 7 International Non-Resident 240 Caucasian 5 Other / Not reported		
	Date of Last External Review	SACS: Fall 2018 TEA: Fall 2014 NCATE: Fall 2014		
16	Date of last formal external review, updated when changed			



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17	<p>External Program Accreditation</p> <p>Name of body and date of last program accreditation review, if applicable, updated when changed.</p>	<p>Program was reviewed by NCATE in Fall 2014</p>
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	Student Publications/Presentations	2013-2014	2014-2015	2015-2016
18	<p>For the three most recent years, the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books and external presentations per year by student FTE.</p>	3	3	3.1
<p>*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.</p>				