

**18 Characteristics of Texas Public Doctoral Programs – 2015**  
**Lamar University – Center for Doctoral Studies in Educational Leadership**  
**(rolling 3-year average based on 2012, 2013, 2014)**

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| <p><b>Doctorate Degrees awarded yearly</b></p>  | <p>Average 2012, 2013, 2014 = 34</p> <p>2013-2014 – 57<br/> 2012-2013 – 30<br/> 2011-2012 – 16</p>  |
| <p><b>Graduation Rates</b></p>  | <p>Average (2012, 2013, 2014) = 83%</p> <p>2013-2014= 78%<br/> 2012-2013 = 90%<br/> 2011-2012 = 81%</p> <p>Students graduating in cohort/students enrolled in the cohort</p>  |
| <p><b>Rolling 3-year average of registered time to degree of first year students.</b></p>   | <p>8 semesters</p>  |
| <p><b>Employment Profile</b><br/> (in field one year after graduation)<br/> Based on 3 most recent years.</p>   | <p>99%</p> <p>Higher Education – 31%<br/> K-12 Public School Education – 67%<br/> Other-2%</p>  |
| <p><b>Admission Criteria</b></p>  | <p>Completed master’s degree in related field with minimum GPA 3.5;<br/> Previous Academic record - (GPA x 200) + (GRE V + Q) = or &gt; 1400;<br/> GRE score/GMAT<br/> Prior and current evidence of leadership; other leadership experience<br/> Number of certificates<br/> Letters of recommendation;<br/> Essay;<br/> Interview with faculty.</p> |
| <p><b>Percentage Full-time Students (FTS) – last 3 fall semesters</b></p>   | <p>99.9% each year – (2012), (2013), 275/276 (2014)</p>   |
| <p><b>Average Financial Support Provided</b> (For those receiving financial support, the average monetary institutional support provided per full-time graduate</p> | <p>Tuition out of state assistance: 5 students @ \$1000/per out of state student;<br/> Research assistantship: 1 @ \$25,000;<br/> Performance Enhancement Scholarships (2013-2014): 11 @ \$500.00/person (average)</p>  |

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| student for the prior year from assistantships, scholarship, stipends, grants, and fellowships   |  |
| <b>Percentage of Full-Time Students – with Institutional Financial Support</b><br>(in prior year, number of FTS with at least \$1,000 of annual support/the number of FTS)         | 364/364 = 100%   |
| <b>Number of Core Faculty</b> – prior year – 2013-14 (full-time tenured and tenure-track faculty who teach 50% or more in the doctoral program)                                    | 7  |
| <b>Student - Core Faculty Ratio</b><br>Rolling 3-year average of full-time student equivalent (FTSE)/rolling 3-year average of full-time faculty equivalent (FTFE) of core faculty | (Average 2012, 2013, 2014)<br><br>2013-2014- 52.0:1 (7 full-time faculty)<br>2012-2013- 49.0:1 (6 full-time faculty)<br>2011-2012- 42.8:1 (5 full-time faculty)<br><br>EDLD Faculty=6 professors involved<br>Clinical Professors=4 professors<br>Adjuncts= 8-10 adjuncts                   |
| <b>Core Faculty Publications</b>   | Average Number of Publications per Core Faculty – 3.2 Year Period = 19.6 per faculty member<br><br>2013-2014 - 23 total for 7 core faculty<br>2012-2013 – 18 total for 6 core faculty<br>2011-2012 – 18 total for 5 core faculty   |
| <b>Core Faculty External Grants</b>  | No external grants at this time.<br><br>*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. |
| <b>Faculty Teaching Load</b> - for prior year – 2013-14  | 9 Credit hrs/ semester (includes credit for 3 hour course when chairing a minimum of 6-8 dissertations per year)   |
| <b>Faculty Diversity</b>   | 7 core faculty:<br>5 Female, 2 Male; 6 Caucasian; 1 African American   |
| <b>Student Diversity</b> – prior year  | Male 165 Female 200 = 364 full-time students   |

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| 2013-14                                  | <p>African American 69<br/> American Indian/Alaskan Native 9<br/> Asian/Pacific Islander 5<br/> Hispanic 7<br/> Caucasian 269<br/> Other/Not Reported 5</p>   |
| <b>Date of Last External Review</b>      | <p>SACS-Fall 2008<br/> TEA-Fall 2014<br/> NCATE – Fall 2014</p>   |
| <b>External Program Accreditation</b>    | <p>Program to be reviewed by NCATE in fall, 2014.</p>   |
| <b>Student Publication/Presentations</b> | <p>3 year rolling average per year per student =<br/> 1.6 Conference Presentations per student<br/> .04 Publications per student</p> <p>* These numbers include presentations and publications based on students' dissertation and course work 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 presentation and submit at least one article for publication. Additionally, many of our students continue to publish and present their dissertation work after graduation</p> <p>**Dr. Kaye Shelton (graduated Dec. 2010) recipient of the 2012 National Council of Professors of Educational Administration Morphet Dissertation Award</p> <p>**Dr. Katie Jones (graduated Dec., 2013) recipient of the 2013 National Council of Professors of Educational Administration Morphet Dissertation Award</p> |