

**University of Houston Clear Lake**  
**18 Characteristics of Texas Public Doctoral Programs**  
**Doctor of Education in Educational Leadership**  
**December 15, 2017**

	2014-2015	2015-2016	2016-2017
<b>Number of Doctoral Degrees Awarded</b>	22	13	17

The number of doctoral degrees awarded for each of the 3 most recent years.

	2006-2007	2007-2008	2008-2009
<b>Graduation Rates (By Cohort)</b>	87.5%	85.7%*	80.4%*

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.

\*Note The last two cohorts have not yet reached their 10 year anniversary as of the date of this report. These figures will likely increase as the cohorts reach this threshold.

	2014-2015	2015-2016	2016-2017
<b>Average Time to Degree (in years)</b>	3.22	3.77	4.82

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.

	2014-2015	2015-2016	2016-2017
<b>Average Time to Degree (in fulltime equivalent years)</b>	3.77	3.82	4.27

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 the number of credit hours completed in the degree divided by 18, the normal load for a full time doctoral Student for two long semesters.

<b>Employment Profile</b>	Employment Status	2014-2015	2015-2016	2016-2017
	Employed	100% (22)	100% (13)	100% (17)
	Seeking Employment			
	Unknown			

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.

**Admissions Criteria**

The current requirements are summarized here:

Resume

Master's Degree from an Accredited Institution

A combined score of 297 on the Verbal and Quantitative portions of the Graduate Record Examination. (GRE) and a minimum score of 4.0 on the Analytical Writing portion of the GRE. The GRE must have been taken within the last five years.

Letter of Intent

Three reference forms - At least one reference must be from a supervisor or other administrator familiar with the applicant's work. If possible, at least one of the Reference Forms should be from a professor involved in the applicant's master's program.

A statement made by the applicant's employer indicating support of the applicant's pursuit of the EdD and willingness to allow EdD fieldwork within the organization should the applicant be admitted to the program. This support must include a degree of work schedule flexibility in order to attend classes and conduct research.

A complete description can be found at:

<https://www.uhcl.edu/academics/degrees/educational-leadership-edd>

<b>Core Faculty</b>	2014-2015	2015-2016	2016-2017
	16	15	11

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.

<b>Core Faculty Activities</b>	2014-2015	2015-2016	2016-2017
	.69 (1.1)	.86 (.80)	1.0 (1.6)

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.

\*Note: Items in parentheses are for secondary, tertiary, etc. authors.

<b>Core Faculty External Grants</b>		2014-2015	2015-2016	2016-2017
	Number	1	9	4
	Total Amount of Awards	\$199,347	\$1,158,430	\$52,188
	Average	\$199,347	\$128,714	\$13,047

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.

<b>Faculty Diversity</b>		2014-2015		2015-2016		2016-2017	
	Ethnicity	F	M	F	M	F	M
	White	9	3	9	3	6	2
	Hispanic	2	2	1	1	1	1
	African-American	1	1		1		1
	Asian						
	American-Indian						
	Alaskan Native						
	International						
	Unknown						
	Native Hawaiian						
Other Pacific Islander							

The number of core faculty by gender and ethnicity for each of the 3 most recent years.

Student Diversity	2014-2015		2015-2016		2016-2017	
	F	M	F	M	F	M
Ethnicity						
White	40	10	37	10	30	9
Hispanic	17	10	22	9	17	7
African-American	18	7	18	5	16	5
Asian	1	1	1	1	1	1
American-Indian						
Alaskan Native						
International						
Unknown					1	1
Nat. Hawaiian/Other Pac. Is.	2	1	2	1	2	1

The number of students by gender and ethnicity for each of the 3 most recent years.

**External Program Accreditation**

The University is accredited through the Southern Association of Schools and Colleges who last visited the campus in November, 2007, to review the EdD in Educational leadership. The University was last visited for SACS accreditation in April, 2012.

The College of Education has been accredited through CAEP (NCATE) with the last reaccreditation being granted in 2014.

Student-Core Faculty ratio	2014-2015	2015-2016	2016-2017
	16.1*	15.0*	13.0

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.

\*Note: These data are different than past reports due to changes in calculation methodology.

**Date of Last External Program Review**

2015

The program was reviewed by the Texas Higher Education Coordinating Board in September, 2015.

	2014-2015	2015-2016	2016-2017
<b>Average Tuition and Fees to Complete the Degree</b>	\$32,905*	\$33,341*	\$37,269*
<p>The combined annual tuition and program-specific fees multiplied by the average number of years that graduates took to complete the degree for each of the 3 most recent years.</p> <p>*Note: This figure does not include any scholarships, teaching assignments, or grants that the candidates may receive, nor does it include any optional fees.</p>			

	2014-2015	2015-2016	2016-2017
<b>Students Passing Licensure Exams</b>	N/A*	N/A*	N/A*
<p>The number and percentage of students in the cohort passing licensure exams <i>for each of the 3 most recent years</i>. Include both first-time and repeat test takers. If there is no relevant licensure exam for the discipline, write "not applicable."</p> <p>*Note: Students have the option of taking the "Superintendent" Exam at the completion of the degree, but very few will do so. The purpose of the program is to produce highly qualified administrators for all levels of educational institutions.</p>			