

**Leading a Revolution in American Education**

**Assessment Report ~ 2011**



Leading a Revolution in American Education

College of Education

2011 Assessment Report

An electronic version of the 2011 Assessment Report, with active hyperlinks, is found on the College of Education webpage at <http://cms.educ.ttu.edu/> (COE homepage/Assessment/

Assessment Reports/Assessment Report 2011).

Table of Contents

[An Overview of the 2011 Annual Assessment Report 4](#_Toc331600331)

[Strategic Priority 4 Outreach and Engagement 9](#_Toc331600332)

[Objective 4.1: Support collaboration and partnerships 9](#_Toc331600333)

[Accomplishments 11](#_Toc331600334)

[Key Performance Indicators 13](#_Toc331600335)

[Analysis and Comments 14](#_Toc331600336)

[Strategic Priority 1 Increase Enrollment and Promote Student Success 20](#_Toc331600337)

[Objective 1.1: Increase candidate enrollment 20](#_Toc331600338)

[Metrics: Enrollment Overview 20](#_Toc331600339)

[Metrics: Enrollments 21](#_Toc331600340)

[Metrics: Degrees 28](#_Toc331600341)

[Metrics: Weighted Semester Credit Hours (WSCH) 32](#_Toc331600342)

[Metrics: Certification 34](#_Toc331600343)

[Metrics: Distance Delivery 39](#_Toc331600344)

[Objective 1.2: Increase candidate diversity 40](#_Toc331600345)

[Objective 1.3: Increase candidate retention and graduation rates 42](#_Toc331600346)

[Objective 1.4: Maintain a high level of candidate preparedness. 44](#_Toc331600347)

[Several additional metrics are being developed: 44](#_Toc331600348)

[Key Performance Indicators 52](#_Toc331600349)

[Accomplishments 55](#_Toc331600350)

[Analysis and Comments 55](#_Toc331600351)

[Strategic Priority 2 Strengthen Academic Quality and Reputation: 59](#_Toc331600352)

[Objective 2.1: Recruit and retain a high quality, diverse, and productive faculty 59](#_Toc331600353)

[Objective 2.2: Recruit and retain a high quality, diverse, and productive staff 64](#_Toc331600354)

[Objective 2.3: Maintain high quality degree and certification programs 64](#_Toc331600355)

[Key Performance Indicators 68](#_Toc331600356)

[Accomplishments 70](#_Toc331600357)

[Analysis and Comments 71](#_Toc331600358)

[Strategic Priority 3 Expand and Enhance Research 72](#_Toc331600359)

[Objective 3.1: Increase research productivity and funding 72](#_Toc331600360)

[Key Performance Indicators 77](#_Toc331600361)

[Accomplishments 78](#_Toc331600362)

[Analysis and Comments 81](#_Toc331600363)

[Strategic Priority 5 Increase and Maximize Resources: 82](#_Toc331600364)

[Objective 5.1: Increase Funding 82](#_Toc331600365)

[Key Performance Indicators 86](#_Toc331600366)

[Accomplishments 87](#_Toc331600367)

[Analysis and Comments 87](#_Toc331600368)

[Historical Overview 89](#_Toc331600369)



College of Education

Assessment Report 2011

# An Overview of the 2011 Annual Assessment Report

A Word from the College of Education Assessment Team

Across the nation there are calls to drastically reform educator preparation, and Texas Tech University (TTU) is responding by transforming its programs to meet those demands. A basic part of this transformation is becoming a leader in rethinking how educators are prepared. Becoming leaders means rethinking how we teach, what we teach, what we value, and what we research. Doing so will transform Texas Tech educator preparation programs from maintaining the status quo to becoming innovative leaders preparing educators to meet the academic and economic challenges of the 21st Century.

Assessment and the use of data to inform decision making have been and will remain fundamental elements in reform. The majority of this report focuses on summative data—needed to support many decisions and required by numerous reports. However, formative data have become the foundation for many of the following College of Education (COE) reforms.

* Faculty and staff members will maintain and use benchmarking data to modify and adjust instruction and programmatic experiences for the purpose of maximizing candidate and graduate outcomes, particularly skill and product competencies.
* Functional and easily accessed databases will be made available to faculty and staff members who will be expected to use candidate progress data formatively to modify and adjust instruction and programmatic experiences.
* A partner school district clearinghouse database will be developed to chronicle needs for research, programming, and services.

Formative data are beginning to be collected and organized in a variety of ways, and future COE Assessment Reports will reflect the increased usage of such data. However, the 2011 Report is primarily summative in nature and is organized around the College’s strategic priorities.

* Strategic Priority 1 Increase Enrollment and Promote Student Success: Recruit, retain, and graduate/certify a larger and more diverse candidate body, which is academically and professionally prepared, technologically literate, and which can use assessment to adapt instruction, service, and programs for diverse learners.
* Strategic Priority 2 Strengthen Academic Quality and Reputation: Recruit and retain high quality, diverse, and productive faculty and staff, who can enhance our teaching excellence and grow our number of nationally recognized programs.  Continue to utilize and improve state and nationally recognized certification and degree programs, including international education ones.
* Strategic Priority 3 Expand and Enhance Research: Increase research productivity and funding for all areas of inquiry within the college.
* Strategic Priority 4 Outreach and Engagement: Provide scholarly outreach opportunities and build strategic partnerships, alliances, and community outreach, both locally and internationally.
* Strategic Priority 5 Increase and Maximize Resources: Increase funding for student support, faculty support, and world-class facilities.  Maximize those investments through more efficient operations in order to ensure affordability for students and accountability to the State of Texas.

In turn, each strategic priority is subdivided into objectives, key performance indicators, accomplishments, and analysis/concerns. “Objectives” disaggregate the strategic priorities into component parts with associated data sets. “Key Performance Indicators” are taken from the annual Strategic Planning Assessment Reports (SPAR) demonstrating progress in achieving strategic goals. “Accomplishments” are a listing of achievements during the 2011 assessment period. Finally, “Analysis and Concerns” provide an understanding of and questions about the various data sets.

Although this document is organized around the COE strategic priorities, it should be noted that the priorities [align well](http://sharepoint2010.itts.ttu.edu/EDUC/Education%20Archives/NCATE%202013/Standards%20General/Alignment%20of%20TTU,%20COE,%20NCATE.docx) with those of Texas Tech University (TTU) and with the standards of the National Council for Accreditation of Teacher Education (NCATE).

In addition, the college priorities are integrated with several reform initiatives, which began to form with the hiring of Scott Ridley as dean of the college. In June 2011, Dean Ridley arrived at Texas Tech with ideas to reform educator preparation in response to national calls for doing so. Subsequently, there were opportunities for faculty, staff, and administrator input, resulting in a vision for reform known as the [Big 9 Initiatives](http://sharepoint2010.itts.ttu.edu/EDUC/Education%20Archives/Big%20Nine%20Initiatives/Big%209%20Overview/Hovey%20wordsmithing%20of%20Ridley's%20022312%20revisions.docx).

Finally, this assessment document integrates well with the College’s Conceptual Framework (CF). The framework provides the organizational structure for educator preparation programs at Texas Tech, and is defined as follows by the National Council for Accreditation of Teacher Education (NCATE).

Conceptual Framework:An underlying structure in a professional education unit that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability (NCATE 2008 Standards).

The essence of the College of Education’s Conceptual Framework is captured by the challenge, “Leading a Revolution in American Education.” This revolution, and thus the conceptual framework, has four interrelated thrusts: 1) transforming educator preparation, 2) transforming client/university partnerships, 3) transforming educational research, and 4) transforming reward systems. A [graphic representation of the conceptual framework](http://sharepoint2010.itts.ttu.edu/EDUC/Education%20Archives/NCATE%202013/Conceptual%20Framework/CF%20stand%20alone%203.docx), with a description of the relationship to the Big 9 Initiatives and associated assessments is available for online review. Also, available online is [a table showing the relationship](http://sharepoint2010.itts.ttu.edu/EDUC/Education%20Archives/Strategic%20Plans/Alignment%20of%20COE,%20Big%209,%20and%20CF.docx) between the COE strategic priorities, the Big 9 Initiatives, as implementation strategies to achieve the priorities, and the thrusts of the conceptual framework.

It should be noted that in one way the COE and TTU strategic priorities differ. Although both have similar five priorities, the numbering of the university ones do not indicate any particular order. However, the college considers that priorities 1, 2, 3, and 5 evolve from Priority 4, Outreach and Engagement. The following graphic depicts that relationship and emphasizes the reform nature of the strategic priorities.

**College of Education**

**Relationship of Strategic Priorities**

**Priority #1: Increase Enrollment and Promote Student Success**

**Produce “trademark” graduates with distinctive skills/outcome-producing capacities that address stated market needs (Not Just A Degree)** & **We “go to them” (distance access)**

**Priority #5: Increase and Maximize Resources**

**Translate partnership success and local** & **national impact into fiscal support and endowments for scholarships and faculty excellence**

**Priority #2: Strengthen Academic Quality**

**And Reputation**

**Lead the national higher education initiative to MEASURE graduate effectiveness and impact**

**Priority #3: Expand & Enhance Research And Creative Scholarship**

**Aggressively and strategically pursue external funding with a strong value-added research agenda**

**Priority #4: Outreach and Engagement**

**Lead as a model of national college of education reform through the provision of RESEARCH, PROGRAMMING** & **SERVICES that explicitly add value to the schools, agencies** & **communities that we serve.**

**(CONNECT** & **ACT LOCALLY, COMMUNICATE NATIONALLY)**

Therefore, this College of Education 2011 Assessment Report is organized around both the college’s and university’s strategic priorities, but is presented as per the preceding visual representation in the order of 4, 1, 2, 3, and 5.

Lastly, it is useful to place the College of Education in context of data related to Texas Tech University. One means to do so is to review the [University’s 2011-2012 Fact Book](http://www.irim.ttu.edu/NEWFACTBOOK/FactSheets/FactSheet-Fall2011.pdf).

The College of Education Assessment Team anticipates this 2011 Assessment Report to prove valuable in supporting educator preparation decision making, enhancing targeted reforms, and advancing the college’s mission.

Mary Frances Agnello Faculty

Susan Back Director of Program Evaluation/ Research Support

Terri Beard Administrative Assistant

Donna Brasher TTU Certification Officer

Hansel Burley Associate Dean, Graduate Educ. & Research

Elaina Cantrell Senior Administrator, Office of Planning & Assessment

Dilber Celebi Graduate Assistant

Doug Hamman Director of Teacher Education

Shane Hammontree Data Systems Specialist

Larry Hovey NCATE Coordinator

Jennifer Hughes Director, Office of Planning & Assessment

Peggy Johnson Vice Dean

Andrea Knapp Assistant Dean, Finance & Business Affairs

William Lan Dept. Chair of Educational Psychology & Leadership

Robin Lock Faculty

Justin Louder Assistant Vice Provost for e-Learning

Peggie Price Dept. Chair of Curriculum & Instruction

Amber Shipherd Graduate Part-time Instructor

Pam Tipton Faculty (former Certification Officer)

College of Education

Assessment Report 2011

Strategic Priority 4 Outreach and Engagement: Provide scholarly outreach opportunities and build strategic partnerships, alliances, and community outreach, both locally and internationally.

## **Objective 4.1: Support collaboration and partnerships**

In the field of education, outreach and engagement are fundamental, particularly in fostering measurable community impact. A College of Education goal is to explicitly add value to the schools, agencies, and communities we support through research, programming, and services.

The College has many long-term partnerships with public school and agencies with numerous traditional field placements. For fall 2011, these placements afforded clinical experiences for approximately 150 student teachers/teaching interns, approximately 700 pre-student teaching candidates, and about 60 graduate interns. These individuals were placed within more than 60 school districts or agencies.

For example, the elementary and middle-level education programs currently have clinical experiences spread over three pre-student teaching semesters followed by the culminating student teaching/internship semester. The pre-student teaching semesters are referenced as Block I, Block II, and Block III. The secondary program has three clinical/field experiences in Block I, Block II followed by the student teaching/internship. Student teaching/internship experiences occur throughout the state—within over 60 school districts. The pre-student teaching experiences are primarily places in three locations: the Lubbock area, the Dallas/Ft Worth area, or the Hill Country as follows:

**Elementary, Middle-level, and Secondary**

**Pre-Student Teaching Placements**

**2011-2012 1**

|  |  |  |  |
| --- | --- | --- | --- |
| Semester Block | Lubbock Area 2 | Dallas/Ft Worth Area | Hill Country |
| Block I | 136 | 34 | 22 |
| Block II | 256 | 12 | 5 |
| Block III | 177 | 12 | 20 |
| Student Teaching/Internships | 504 | 57 | 15 |

1 Data from the Student Teaching Office

2 Lubbock Area includes schools at some distance from the city, but not in the Dallas/Ft Worth or

Hill Country areas.

More details about Dallas/Ft Worth and Hill Country programs are found in the “Analysis” section of this Strategic Priority #4. Also, it should be noted that the current pre-student teaching and student teaching/internship model is being replaced with “[Tech Teach](http://sharepoint2010.itts.ttu.edu/EDUC/Education%20Archives/Big%20Nine%20Initiatives/5%20Reform%20TEP/Tech%20Teach%20Summation.docx),” a year-long student teaching experience.

The range of student teaching/internship placements is found in the following table.

**Partnership School Districts**

**Student Teacher Placements**

**2011-2012**

|  |  |
| --- | --- |
| **District** | **# of Candidates** |
| Abilene-Wylie ISD | 2 |
| Abernathy ISD | 2 |
| Amarillo ISD | 8 |
| Austin ISD | 3 |
| Birdville ISD | 4 |
| Brownfield ISD | 1 |
| Clear Creek ISD | 5 |
| Comfort ISD | 1 |
| Dallas ISD | 17 |
| Ector County ISD | 7 |
| Fredericksburg ISD | 2 |
| Frenship ISD | 43 |
| Frisco ISD | 48 |
| Ft. Worth ISD | 11 |
| Garland ISD | 8 |
| Georgetown ISD | 7 |
| Guthrie | 1 |
| Hurst Euless Bedford ISD | 21 |
| Idalou ISD | 8 |
| Katy ISD | 12 |
| Kerrville ISD | 2 |
| Klein ISD | 9 |
| Levelland ISD | 5 |
| Lubbock Cooper ISD | 58 |
| Lubbock ISD | 226 |
| Marble Falls ISD | 1 |
| Midland ISD | 4 |
| Nazareth ISD | 1 |
| New Braunfels ISD | 2 |
| New Deal ISD | 6 |
| Northside ISD | 7 |
| Ralls ISD | 1 |
| Roosevelt ISD | 9 |
| Round Rock ISD | 9 |
| Shallowater ISD | 10 |
| Spring Branch ISD | 8 |
| Springlake-Earth ISD | 2 |
| Spur ISD | 1 |
| Sundown ISD | 2 |
| Tahoka ISD | 2 |
| TOTAL:  40 School Districts | 576 |

Although the nature of clinical models is evolving, the College of Education will continue to maintain traditional partnerships with numerous school districts and agencies. However, numerous other outreach activities are indicated as follows.

## Accomplishments

**New for 2011**

* *Global Exemplar School (GES):*A GES Study Team was initiated in October, 2011 with representatives from approximately 40 Pre-School through 12th Grade (P-12) schools, community-based educators (e.g., Boys & Girls Club personnel), and individuals from across the university. The study team created a community-based school reform model involving integration of the state academic standards and intensive service learning. During the 2012 summer, the College will write a US Department of Education Promise Neighborhood grant proposal to fund the reform model to be piloted in East Lubbock and in Slaton, Texas.
* *Clearinghouse*: As part of a communications campaign, key P-12 and other educational stakeholders in West Texas and across the state are being visited to communicate the TTU COE reforms. Such visits are used to launch a partner district clearinghouse database to chronicle P-12 and agency needs for research, programming, and services.
* *i3 Grant***:** The $3.44 million, 5-year US Department of Education Investing in Innovation grant is a partnership with Lubbock, Dallas, and Fort Worth ISDs to test the impact of a competency-based model of educator preparation and school reform.
* *Tech Teach***:** This is a competency-based teacher education program driven by ongoing clinical observation and shaping feedback. A pilot of this program has been implemented in Lubbock ISD at the Middle and Elementary levels. ALL teacher education programs will be fully involved by fall, 2013.
* *Community Alliance for College and Career Readiness***:** Building on the work of Janie Ramirez to foster student and family awareness of college-going, this program is supporting a comprehensive community alliance in Education Region 17 to foster college and career readiness. The alliance will have three areas of focus: 1) academic alignment – High School, Community College, & University, 2) Interventions for Failing Students, and 3) Awareness & Support for College and Career Readiness. A center in the College will be created next year to support the community alliance.
* *Communication of the New COE Priorities***:** Two campaigns were initiated to communicate the COE at TTU difference: a) Stakeholder Visits, and b) Employment of an Ad Agency. The dean made over 50 visits to legislators, businesses and school districts around the state. The PRICE Group, an ad agency was hired in February and will be working with the College to communicate the COE’s new priorities. The agency will revamp the websites and create new communication tactics for recruitment.

**Continuing into 2011**

* *P-20 Council and Generation Texas***:** The College directly supports the work of Janie Ramirez who leads the Education Region 17 P-20 Council and Generation Texas, a state initiative to increase college attendance. Dean Ridley serves as a board member of the P-20 Council.
* *Individual Faculty Outreach***:** Outreach by individual faculty members in school districts such as Lubbock, Roosevelt, Frenship, and Lubbock Cooper continue to be extensive. However, the partnership work is changing drastically with the implementation of systemic College initiatives such as Tech Teach. This competency-based program with a year-long student teaching requirement will increase faculty involvement in school-university partnerships.
* *Counselor Education Program*: The Ph.D. program in Counselor Education was expanded to the Amarillo area with collaboration of West Texas A&M University. Faculty members are both travelling to the Amarillo area and experimenting with new distance learning methods that allow supervision at a distance.
* *Sowell Center Partnerships***:** The Sowell Center has formal Memos of Understanding with the Texas School for the Blind and Visually Impaired and the Rehabilitation Council of India. Other Center partners include the Lubbock State School; the School for the Blind in Kansas; the Texas School for the Deaf; and State Colleges of Education in Kansas, Wyoming, New Mexico, Arkansas, Idaho, Montana, Texas, U.S. Virgin Islands, and Mississippi.
* *Burkhart Center Outreach***:** The Burkhart Center continues to be extremely active with outreach and engagement activities including: Burkhart Center Transition Academy, Burkhart Walk for Autism Awareness, Camp Burkhart, Family Fun Days, Student Supporters of Autism Awareness, Professional Teacher Recognition, Annual Autism Conference, Burkhart Family Endowed Lecture Series, Burkhart Transition Academy Internships, Community-based social skills classes, Behavior Support Clinic, and a Parents Night Out. Burkhart outreach will continue to grow as the expanded facilities in a new building becomes available.
* *CISER Outreach***:** The Center for Integration of STEM Education and Research (CISER) is actively involved with outreach: maintaining and delivering travelling labs focusing on biotechnology and other emerging STEM areas; engaged in long-term partnerships with campus programs such as the Institute for the Development and Enrichment of Advanced Learners (IDEAL), Science: It’s a Girl’s Thing, and Shake Hands with Your Future; partnering with Lubbock ISD to conduct a summer weeklong program for at-risk students; directing after school sessions for a Math/Science Club; judging science fairs; and leading activities for K-8 students at the Science Spectrum. Informal STEM programs collectively served 3,312 P-12 students during 2011. The Clark Scholars summer program involves a nationwide cohort of 13-15 elite high school students in TTU research labs.

## Key Performance Indicators

| **GOALS** | **2008** | **2009** | **2010** | **2011** | **2012** | **2015 Target** | **2020 Target** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Priority 4 - Further Outreach and**  **Engagement** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| TTU Total Non-TTU Attendees and Participants  in TTU Outreach and Engagement Activities 1 | FY 09 base year with OEMI data | 197,890 | 246,390 | 198,397 |  | 300,000 | 350,000 |
| COE Total Non-Attendees and Participants  in TTU Outreach and Engagement Activities | FY 09 base year with OEMI data |  | 10,492 | 6,945 |  | TBD | TBD |
| TTU K-12 Students and Teachers Participating  in TTU Outreach and Engagement Activities | FY 09 base year with OEMI data | 118,691 | 195,101 | 148,091 |  | 200,000 | 250,000 |
| COE K-12 Students and Teachers Participating  in TTU Outreach and Engagement Activities | FY 09 base year with OEMI data |  | 10,252 | 6,713 |  | TBD | TBD |
| TTU Total Funding Generated by TTU Institutional and Multi-Institutional Outreach and Engagement Activities | FY 09 base year with OEMI data | $43,43 M | $39.32 M | $41.50 M |  | $50 M | $60 M |
| COE Total Funding Generated by TTU Institutional and Multi-Institutional Outreach and Engagement Activities | FY 09 base year with OEMI data |  | $1.10 M | $2.76 M |  | TBD | TBD |
| **TTU Economic Impact on State and Region** |  |  |  |  |  |  |  |
| Lubbock County Economic Development and Impact | $1.15 B | $1.26 B | $1.31 B | $1.39 B |  | $1.65 B | $2.00 B |
| |  | | --- | | Annual Contribution to the Texas Workforce  by Graduates of TTU | |  | $3.26 B | $3.33 B | $3.39 B |  | $3.75 B | $4.05 B |
| |  | | --- | | Total Jobs Created from TTU Operations, Employees,  Research, Students, University-related Visitors  and Red Raider Home Football Games | |  | 14,739 | 15,387 | 16,207 |  | 17,667 | 20,363 |
| |  | | --- | | Total Household Income Created from TTU Operations,  Employees, Research, Students, University-related  Visitors and Red Raider Home Football Games | |  | $612 M | $637 M | $673 M |  | $735 M | $850 M |
|  |  |  |  |  |  |  |  |
| **Other COE Possible Goals (to be developed)** |  |  |  |  |  |  |  |
| Total number of Texas Tech certified educators serving in Texas P-12 schools. (estimate of P-12 students impacted) |  |  |  |  |  |  |  |
| Number of school districts in which TTU graduates are serving |  |  |  |  |  |  |  |
| Some measure of partner district clearinghouse usage |  |  |  |  |  |  |  |

1 TTU data taken from the [TTU 2010-2020 Strategic Plan, 2011 Report](http://www.ttu.edu/stratplan/docs/2011-stratplan.pdf)

## **Analysis and Comments**

One goal of the College of Education is to support outreach and partnerships in high need areas across the state. Two such areas currently being expanded are in the Hill Country and the Dallas/Fort Worth Metroplex.

Texas Hill Country Program:

In the Texas Hill Country, Dr. Kelly Fox coordinates the Teacher Education Program which entered its first cohort (23 students) in fall 2008. The program is beginning the fifth year of implementation, during which time approximately 100 teacher certification candidates have been served.

The College of Education, in partnership with Austin Community College (ACC) and Central Texas College (CTC), offers a 2 + 2 degree program leading to a B.S. degree in Multidisciplinary Studies with certification in Elementary Education (Early Childhood through Grade Six) with a specialization in English as a Second Language (ESL) or special education. The College of Education has established memos of understanding (MOU) with area community colleges to offer the lower-division courses for an Associate of Arts and Teaching (AAT) degree allowing Hill Country students to move in a seamless manner to the TTU program and then into the field as certified teachers. The program utilizes distance delivery of courses, using facilities that are strategically located throughout the Hill Country. This therefore increases recruitment of qualified students who are interested in becoming teachers and staying in the Hill Country region.

This year, the Hill Country will pilot a reform initiative, Tech Teach, a clinically intensive, competency-based, full-year practicum with a co-teaching model. Teacher candidates will have a yearlong, student teaching placement with a mentor teacher in Marble Falls or Fredericksburg ISD.  The ISDs’ involvement is crucial and increases the teacher candidates’ chance of obtaining a job locally after graduation, making communities and school districts eager to engage with the College of Education Hill Country Teacher Education Program.

Dallas/Fort Worth Metroplex Program:

Under the coordination of Dr. Dora Salazar, the College of Education has signed Memos of Understanding with the Dallas and Tarrant County Community College Districts. These agreements allow 2+ 2 programs leading to a B.S. degree in Multidisciplinary Studies with an Elementary, EC-6 Generalist, Bilingual Education or English as a Second Language Certificate. Students complete their Associates of Arts in Teaching (AAT) or Associates of Science (AS) degree and then transfer to Texas Tech. Sixty-six hours are transferred from the Community Colleges, with the remaining 57-63 hours taken as upper division courses through the College of Education.

The Dallas County Community College District has eight colleges in the system, with most students matriculate from Mountain View, Richland, El Centro, Eastfield, North Lake, and Brookhaven Colleges. The Articulation Agreement with Tarrant County College District includes the Northeast and South campuses.

All distance format courses are taught using the Blackboard delivery system. Students meet as a group online using Skype, and together as a group for face-to-face monthly (on Saturdays) at Mountain View College for two hours per course. Students are also required to conduct field-experience hours (classroom observations & practicum assignments) at Dallas ISD or Fort Worth ISD campuses. It should be noted that a large majority of our transfer students have been educational aides serving as bilingual aides from ISD campuses.

The program began in fall of 2009 with an enrollment of 7 students, adding 16 students in the spring semester. An additional cohort of 31 enrolled in fall 2010, adding 15 students in the spring 2011 semester. Fall 2011, a cohort of 22 enrolled with an additional 12 in the spring semester. A full cohort of 40 is anticipated for fall 2012. Depending on the number, the Fort Worth program students plan to meet at the TCC Northeast Campus in spring 2013. To date there has been 15 graduates (all except 3 were educational aides). Expected graduates for the program are as follows: 3 (summer 2012), 12 (fall 2013), 23 (spring 2013), and 8 (fall 2013).

CREATE:

The Center for Research, Evaluation, and Advancement of Teacher Education (CREATE) provides an annual report to Colleges of Education, Performance Analysis for Colleges of Education (PACE). Several of the data sets consider the influence of a given university on the public schools within a 75 mile radius, known as the Proximal Zone of Professional Influence (PZPI) as indicated in the following table. A variety of metrics are considered, such as school level, ethnicity, economic disadvantage, special education, and bilingual education.

Of particular concern, within Texas Tech’s PZPI, there are 61 traditional school districts, and 2 charter districts totaling 80,000 students (2009-2010). Of these students: 66% minority (57% Hispanic; 9% African-American); 62% economically disadvantaged; 10% receive special education services across all levels; 5% are classified as Limited English Proficient (LEP), about the same (5%) in Bilingual; and most perform below the state average on a variety of standardized tests.

Historically, about 70% of the teachers in the PZPI are graduates of Texas Tech University. It is essential that TTU prepare our graduates to work with students who are largely from ethnic/racial groups, and economic circumstances that are different from their own.

**(Demographics on Sites for Clinical Practice in Initial and Advanced Programs**

**NCATE Table 10)**

From the above, and other PACE data, Doug Hamman, Director of Teacher Education, has made the following analysis.

**Implications of PACE 2011 Report for Texas Tech University Educators**

**Summary of Trends**

* Historically, TTU supplies about 70% of teachers in the Proximal Zone of Professional Influence (PZPI)
* About 60% of TTU certification graduates teach outside of the PZPI
* Many of TTU certification graduates teach in schools:
  + That are predominantly Hispanic
  + Where a majority of students are classified as economically disadvantaged
  + Where 5 to 10% of the students have language and learning needs
  + Where achievement in math and English Language Arts and Reading (ELAR) is consistently below the state average.
* Alternative Certification Programs (ACP)s produce about 12 times more certified teachers than does TTU
* Attrition rates of TTU graduates is higher than comparable institutions, and only slightly lower than ACPs

**Broad Program Implications**

* TTU-COE is largely accountable for the performance of students in the PZPI
* For our graduates who remain in the PZPI, they must be prepared to work with students who are largely from ethnic/racial groups, and economic circumstances that are different from their own
* Although a variety of reasons exist for attrition, TTU should take steps to increase the rates at which certification graduates are able to remain in the teaching field

***Demographics***

* Within the Proximal Zone of Professional Impact (75-mile radius around TTU), there are 61 traditional school districts, and 2 charter districts totaling 80,000 students (2009-2010)
* Student demographics of PZPI include
  + 66% minority (57% Hispanic; 9% African-American)
  + 62% economically disadvantaged
  + 10% receive special education services across all levels
  + 5% are classified as Limited English Proficient (LEP), about the same (5%) in Bilingual
* The groups exhibiting the greatest increase in numbers include:
  + Asian students (increased 12%)
  + Students in Bilingual programs (increased 7.7%)
  + Students who are economically disadvantaged (increased 5.7%)
  + Hispanic students (increased 5.1%)

***Achievement Trends***

* From 2007 to 2010, changes in achievement in **Mathematics** among students in the TTU PZPI were:
  + Greatest among African-American students (passing rates on TAKS) at all levels (elementary = 4.6%; middle-level = 8%; secondary = 13.3%)
  + Below state averages for all sub-populations
* From 2007 to 2010, changes in achievement in **ELAR** among students in the TTU PZPI were:
  + Greatest among all sub-populations of students at the secondary level
  + Also well below state averages
  + Negative among most sub-populations of students at the elementary and middle level
  + Hispanic students exhibited the least amount growth at all levels

***Teacher Production***

* About 8% of TTU graduates become certified as public-school teachers (approximately 500 each year)
* Frequency of post-bac certification decreased by 40% from 2006 to 2010
* Frequency of undergraduate certification increased by 14% from 2006 to 2010
* Between 2006 and 2010, few teachers from “minority” groups were graduated (White = 83%; Hispanic = 12%; African-American = 2%) despite racial/ethnic composition of the PZPI
* Consistent with 5-year trends, in 2010, the greatest number of teachers who graduated from TTU were Elementary Level – Generalists (n = 206).
* From 2000 to 2010, Texas Tech graduated 73% (n = 5,649) of the certified teachers in the PZPI
* During SY2010, the percentage of TTU certification graduates hired in PZPI districts was approximately
  + Secondary = 28% (highest in English and Science)
  + Middle-level = 27% (highest in English and Mathematics)
  + Elementary = 26% (highest in “generalist” category)
* Approximately 60% of TTU graduates with teacher certification are hired OUTSIDE of the PZPI. This ratio has remained steady since 2009.
* For 2010-2011, approximately 40% of new hires in Lubbock ISD were from TTU (This trend is consistent since 1995)

***Production by Level and Content***

* At the K-12 and secondary level, TTU graduated more Fine Arts (36) and P.E. (46) teachers than
  + English (35),
  + Social Studies (34),
  + Special Education (33),
  + Science (19),
  + Mathematics (18).
* On average (2001 to 2010), TTU graduates (Secondary and K-12 certification students):
  + 12 teachers who earn an ESL supplemental certification;
  + 0.20 teachers who earn a Special Education supplemental certification; and
  + 0.40 who earn a Bilingual supplemental certification (the decimal point is correct)
* On average (2001 to 2010), TTU graduates (Elementary)
  + 237 Generalists
  + Counts of ESL and SPED supplements are problematic to track
* On average (2001 to 2010), TTU graduates (Middle-level)
  + 60 teachers evenly split between English & Science
  + Counts of secondary areas (Social Studies & Math) are also difficult to count

***Teachers Hired by Lubbock ISD***

* Although 60% of our graduates leave the Lubbock area, approximately 40% of the teacher work-force in the Lubbock ISD graduates from Texas Tech
* In the Lubbock ISD high schools (2009-2010), between 19% (Estacado) and 38% (Coronado) of staff are TTU graduates. Rates of Economically Disadvantaged students ranges from 87% (Estacado) to 30% (Coronado)
* In the Lubbock ISD middle schools (2009-2010), between 34% (O.L. Slaton) and 57% (SFYWL) of staff are TTU graduates. Rates of Economically Disadvantaged students ranges from 92% (Alderson) to 18% (Irons)
* In the Lubbock ISD elementary schools (2009-2010), between 35% (Parkway) to 52% (Arnett) of staff are TTU graduates. Rates of Economically Disadvantaged Students range from 98% (Bozeman Elementary) to 55% (Williams Elementary).

***Teacher Attrition Rates***

* Overall, from 2007, Texas Tech prepared teachers exhibit a higher attrition rate (24%) compared with UTEP (12%) and UNT (19%)
* For teachers certified in 2006, by 2011, attrition rates of TTU certification graduates in PZPI schools (24%) is greater than comparison CREATE public universities in Texas (19%), and only slightly lower than for-profit and non-profit ACPs (28%)
* Attrition rates of teachers in secondary and middle level were higher among ACP-prepared than TTU prepared (23% vs. 30%)
* Attrition rates of teachers in elementary level were highest among TTU-prepared compared with ACP-prepared (26% vs. 24%)
* ACPs in Texas prepare about 12 times the number of teachers than does Texas Tech University
* Across the 43 CREATE-consortium universities, proportion of teacher production (certifications / baccalaureate degrees) is declining at 86% of these institutions. Texas Tech is among those declining in production.

Strategic Priority 1 Increase Enrollment and Promote Student Success: Recruit, retain, and graduate/certify a larger and more diverse candidate body, which is academically and professionally prepared, technologically literate, and which can use assessment to adapt instruction, service, and programs for diverse learners.

The College believes that the major means of increasing enrollment and promoting student success during an era of mass enrollment in online lecture-based programs is to attract students to high quality programs that foster masterful skills and outcome-producing competencies sought by the marketplace. In addition, the same high-quality, trademark-outcome-producing programs can be made accessible through distance delivery for location-bound students. The college’s goal is to produce “trademark” graduates with distinctive skills and outcome-producing capacities that address stated market needs, with appropriate distance access.

Objective 1.1: Increase candidate enrollment*, both in degree and certification programs, including through distance delivery.*

### Metrics: Enrollment Overview

**College of Education**

**Overview of Enrollment 1**

|  | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
| --- | --- | --- | --- | --- | --- | --- |
| Fall enrollment total 2 | 1051 | 1141 | 1516 | 1650 | 1,836 | 1,858 |
| Fall enrollment in high demand areas 2 |  |  |  |  |  |  |
| Bilingual/ESL | 76 | 71 | 134 | 182 | 270 | 286 |
| Languages Other Than English | 17 | 21 | 15 | 27 | 36 | 23 |
| Mathematics 3 | 116 | 100 | 97 | 129 | 148 | 110 |
| Science 3 | 100 | 85 | 81 | 108 | 111 | 112 |
| Special Education | 157 | 194 | 202 | 237 | 252 | 264 |
| Total degrees awarded (annual) | 321 | 296 | 312 | 334 | 407 | NA 4 |
| Doctoral degrees awarded (annual) | 22 | 45 | 32 | 31 | 44 | NA |
| Ph.D. Degrees awarded (annual) | 9 | 21 | 16 | 20 | 12 | NA |
| Total certificates recommended 2 | 722 | 736 | 620 | 633 | 634 | NA |
| Fall Semester Credit Hours (SCH) 2 | 18,337 | 17,583 | 17,345 | 18,787 | 20,434 | 20,335 |
| Fall Weighted Semester Credit Hours 2 | 124,234.14 | 113,955.43 | 114,029.25 | 120,591.67 | 126,650.75 | NA |
| Graduate enrollment as % of total (fall) | 60.7% | 59.5% | 64.7% | 56.3% | 56.7% | 57.3% |

1 IRIM Fact Book Data

2 Details in subsequent tables in this section

3 Double counted as both mathematics and science

4 NA: not available at this time

### Metrics: Enrollments

**TTU Colleges**

**Enrollments**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Total Enrollment Count** | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | *Total* |
| Ag Sciences and  Natural Resources | 1,397 | 1,459 | 1,389 | 1,408 | 1,464 | 1,554 | 1,548 | 1,685 | 1,785 | 1,874 | **15,563** |
| Arts and Sciences | 10,153 | 10,756 | 9,522 | 9,420 | 9,291 | 9,238 | 9,310 | 9,643 | 10,198 | 10,124 | **97,655** |
| Mass Communications |  |  | 1,470 | 1,574 | 1,660 | 1,638 | 1,586 | 1,552 | 1,520 | 1,447 | **12,447** |
| Outreach and  Distance Educ. |  |  |  |  |  |  |  | 230 |  |  | **230** |
| Visual and  Performing Arts | 1,073 | 1,083 | 1,033 | 1,042 | 1,103 | 1,203 | 1,162 | 1,181 | 1,240 | 1,194 | **11,314** |
| Architecture | 888 | 887 | 885 | 845 | 817 | 868 | 819 | 862 | 823 | 743 | **8,437** |
| Education | 1,179 | 1,257 | 1,340 | 1,369 | 1,340 | 1,402 | 1,516 | 1,658 | 1,836 | 1,858 | **14,755** |
| Engineering | 3,335 | 3,620 | 3,560 | 3,529 | 3,645 | 3,991 | 4,349 | 4,732 | 4,224 | 4,658 | **39,643** |
| Human Sciences | 3,032 | 3,225 | 3,263 | 3,152 | 3,141 | 3,048 | 2,925 | 3,058 | 3,203 | 3,254 | **31,301** |
| Graduate School | 466 | 369 | 344 | 307 | 318 | 317 | 325 | 450 | 549 | 535 | **3,980** |
| Health Sciences Center | 30 | 16 | 19 | 18 | 19 | 19 | 11 |  |  |  | **132** |
| Honors College | 20 | 46 | 39 | 35 | 31 | 32 | 33 | 24 | 32 | 49 | **341** |
| **Academic Areas** | **27,569** | **28,549** | **28,325** | **28,001** | **27,996** | **28,260** | **28,422** | **30,049** | **31,637** | **32,327** | **291,135** |

**COE by Department by Level**

**Enrollments**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Total Enrollment Count** | | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | *Total* |
| Curriculum and Instruction | Graduate | 127 | 123 | 134 | 146 | 167 | 160 | 163 | 157 | 180 | 184 | **1,541** |
| Undergraduate | 368 | 418 | 415 | 423 | 436 | 513 | 614 | 709 | 789 | 793 | **5,478** |
| *Total* | **495** | **541** | **549** | **569** | **603** | **673** | **777** | **866** | **969** | **977** | **7,019** |
| Educ. Psychology and Leadership | Graduate | 396 | 435 | 453 | 447 | 449 | 466 | 463 | 472 | 536 | 598 | **4,715** |
| Undergraduate | 1 |  |  |  |  |  |  |  |  |  | **1** |
| *Total* | **397** | **435** | **453** | **447** | **449** | **466** | **463** | **472** | **536** | **598** | **4,716** |
| Education | Graduate | 285 | 280 | 336 | 353 | 288 | 261 | 276 | 306 | 325 | 282 | **2,992** |
| Undergraduate | 2 | 1 | 1 |  |  |  |  |  |  |  | **4** |
| *Total* | **287** | **281** | **337** | **353** | **288** | **261** | **276** | **306** | **325** | **282** | **2,996** |
| Education Undecided | Graduate |  |  |  |  |  |  |  |  |  |  |  |
| Undergraduate |  |  | 1 |  |  | 2 |  | 14 | 6 | 1 | **24** |
| *Total* |  |  | **1** |  |  | **2** |  | **14** | **6** | **1** | **24** |
| **College of Education** | **Graduate** | **808** | **838** | **923** | **946** | **904** | **887** | **902** | **935** | **1,041** | **1,064** | **9,248** |
| **Undergraduate** | **371** | **419** | **417** | **423** | **436** | **515** | **614** | **723** | **795** | **794** | **5,507** |
| *Total* | **1,179** | **1,257** | **1,340** | **1,369** | **1,340** | **1,402** | **1,516** | **1,658** | **1,836** | **1,858** | **14,755** |

**C&I by Programs & Degrees**

**Enrollments**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Total Enrollment Count** | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | *Total* |
| Bilingual Education BS |  |  |  | 2 |  |  |  |  |  |  | **2** |
| Bilingual Education MED | 8 | 4 | 9 | 8 | 4 | 8 | 7 | 6 | 13 | 16 | **83** |
| Curriculum and Instruction EDD | 36 | 38 |  |  |  |  |  |  |  |  | **74** |
| Curriculum and Instruction MED | 14 | 13 | 6 | 11 | 13 | 13 | 14 | 19 | 19 | 22 | **144** |
| Curriculum and Instruction PHD |  | 4 | 53 | 59 | 67 | 75 | 70 | 74 | 72 | 77 | **551** |
| Elementary Education BS | 2 | 1 |  |  |  | 1 | 1 |  |  |  | **5** |
| Elementary Education EDD |  |  |  |  |  |  |  |  |  |  |  |
| Elementary Education MED | 23 | 23 | 14 | 21 | 34 | 31 | 42 | 29 | 34 | 23 | **274** |
| Language Literacy Education MED | 14 | 16 | 19 | 11 | 11 | 8 | 11 | 15 | 21 | 20 | **146** |
| Multidisciplinary Science MS | 24 | 13 | 21 | 20 | 12 | 11 | 10 |  |  |  | **111** |
| Multidisciplinary Science BS | 44 | 33 | 35 | 31 | 37 | 45 | 62 | 48 | 60 | 64 | **459** |
| Multidisciplinary Studies BS | 321 | 384 | 380 | 390 | 398 | 465 | 550 | 661 | 729 | 729 | **5,007** |
| Secondary Education BS | 1 |  |  |  | 1 | 2 | 1 |  |  |  | **5** |
| Secondary Education MED | 8 | 12 | 12 | 16 | 26 | 14 | 9 | 14 | 21 | 26 | **158** |
| **Curriculum and Instruction (CI)** | **495** | **541** | **549** | **569** | **603** | **673** | **777** | **866** | **969** | **977** | **7,019** |

**EP&L by Programs**

**Enrollments**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Total Enrollment Count** | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | *Total* |
| Counselor Education EDD | 12 | 16 | 1 |  |  |  |  |  |  |  | **29** |
| Counselor Education MED | 92 | 92 | 104 | 84 | 70 | 61 | 57 | 51 | 55 | 60 | **726** |
| Counselor Education PHD |  |  | 16 | 13 | 11 | 15 | 16 | 19 | 19 | 28 | **137** |
| Education Supervision MED |  |  |  |  |  |  |  |  |  |  |  |
| Educational Administration EDD | 1 |  |  |  |  |  |  |  |  |  | **1** |
| Educational Leadership EDD | 30 | 37 | 30 | 30 | 33 | 38 | 37 | 43 | 48 | 54 | **380** |
| Educational Leadership MED | 56 | 71 | 62 | 57 | 60 | 54 | 57 | 46 | 40 | 31 | **534** |
| Educational Psychology EDD | 14 | 13 | 15 | 2 |  |  |  |  |  |  | **44** |
| Educational Psychology MED | 4 |  | 3 | 5 | 4 | 8 | 5 | 8 | 7 | 7 | **51** |
| Educational Psychology PHD |  |  | 4 | 20 | 27 | 27 | 26 | 22 | 38 | 42 | **206** |
| Higher Education EDD | 63 | 58 | 54 | 45 | 33 | 21 | 15 | 15 | 16 | 42 | **362** |
| Higher Education MED | 31 | 26 | 21 | 17 | 20 | 36 | 41 | 37 | 34 | 38 | **301** |
| Higher Education PHD | 3 | 10 | 14 | 25 | 31 | 30 | 29 | 28 | 25 | 30 | **225** |
| Instructional Technology EDD | 26 | 29 | 33 | 33 | 36 | 43 | 34 | 32 | 37 | 34 | **337** |
| Instructional Technology MED | 11 | 23 | 28 | 31 | 37 | 26 | 36 | 46 | 47 | 45 | **330** |
| Special Education EDD | 19 | 22 | 18 | 22 | 28 | 29 | 22 | 21 | 32 | 33 | **246** |
| Special Education MED | 34 | 38 | 50 | 63 | 59 | 78 | 88 | 104 | 138 | 154 | **806** |
| **Educ. Psychology and Leadership (EPL)** | **397** | **435** | **453** | **447** | **449** | **466** | **463** | **472** | **536** | **598** | **4,716** |

**Education General and Undeclared by Programs & Degrees**

**Enrollments**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Total Enrollment Count** | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | *Total* |
| Certification Educ. CERT | 285 | 280 | 336 | 353 | 288 | 261 | 276 | 274 | 263 | 224 | **2,840** |
| Education BS | 2 | 1 | 1 |  |  |  |  |  |  |  | **4** |
| Multidisciplinary Science MS |  |  |  |  |  |  |  | 32 | 62 | 58 | **152** |
| **Education (EDUC)** | **287** | **281** | **337** | **353** | **288** | **261** | **276** | **306** | **325** | **282** | **2,996** |

**College of Education**

**Full and Part-Time Enrollments 1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department 2** | **Fall 2007** | | **Fall 2008** | | **Fall 2009** | | **Fall 2010** | | **Fall 2011** | |
|  | Full | Part-T | Full | Part-T | Full | Part-T | Full | Part-T | Full | Part-T |
| **C&I** | 534 | 139 | 621 | 156 | 694 | 172 | 714 | 255 | 726 | 251 |
| **EP&L** | 132 | 334 | 140 | 323 | 137 | 335 | 145 | 391 | 180 | 418 |
| **EDUC 2** | 143 | 118 | 107 | 169 | 123 | 183 | 110 | 215 | 89 | 193 |
| **EDUD 3** | 2 | 0 | 0 | 0 | 12 | 2 | 4 | 2 | 1 | 0 |
| **COE Total** | 811 | 591 | 868 | 648 | 966 | 692 | 973 | 863 | 996 | 862 |

1 [New IR Data Warehouse](http://www.irim.ttu.edu/Datawarehouse.php): IBM Cognos Content/Public Folders/IR Data Warehouse/IR Reports/Enrollment; Summary by College (includes both undergraduates and graduates)

2 EDUC includes master’s degree students in the Multidisciplinary Science major and the graduate students in the Certification (post-baccalaureate) program

3 Undecided (EDUD)

The College of Education has a large summer enrollment, particularly of graduate students, as indicated in the next two tables.

**TTU Enrollments Summer 20111**

|  |  |  |  |
| --- | --- | --- | --- |
| **Total Enrollment Count** | Summer I 2011 | Summer II 2011 | *Total* |
| Ag. Sciences &  Natural Resources | 582 | 425 | **1,007** |
| Arts and Sciences | 2,952 | 2,477 | **5,429** |
| Mass Communications | 468 | 350 | **818** |
| Outreach and  Distance Education |  |  |  |
| Visual and  Performing Arts | 298 | 237 | **535** |
| Architecture | 211 | 83 | **294** |
| Education | 834 | 626 | **1,460** |
| Engineering | 1,474 | 1,240 | **2,714** |
| Human Sciences | 1,138 | 1,021 | **2,159** |
| Graduate School | 182 | 175 | **357** |
| Honors College | 12 | 5 | **17** |
| **Academic Areas** | **10,542** | **8,376** | **18,918** |

1 TTU Cognos Analysis Studio

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**TTU Enrollments Summer 20111**

**By Levels**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| College | Level | Summer I  2011 | Summer II  2011 | **Total** |
| Ag. Sciences &  Natural Resources | Graduate Doctoral | 111 | 79 | **190** |
| Graduate Masters | 120 | 97 | **217** |
| *Total* | **231** | **176** | **407** |
| Arts and Sciences | Graduate Doctoral | 444 | 369 | **813** |
| Graduate Masters | 252 | 172 | **424** |
| Non Degree | 1 | 1 | **2** |
| *Total* | **697** | **542** | **1,239** |
| Mass Communications | Graduate Doctoral | 19 | 13 | **32** |
| Graduate Masters | 18 | 9 | **27** |
| *Total* | **37** | **22** | **59** |
| Visual and  Performing Arts | Graduate Doctoral | 37 | 41 | **78** |
| Graduate Masters | 89 | 60 | **149** |
| *Total* | **126** | **101** | **227** |
| Architecture | Graduate Doctoral | 4 | 4 | **8** |
| Graduate Masters | 39 | 21 | **60** |
| *Total* | **43** | **25** | **68** |
| Education | Graduate Doctoral | 180 | 173 | **353** |
| Graduate Masters | 320 | 217 | **537** |
| Non Degree | 11 | 2 | **13** |
| *Total* | **511** | **392** | **903** |
| Engineering | Graduate Doctoral | 208 | 138 | **346** |
| Graduate Masters | 194 | 153 | **347** |
| *Total* | **402** | **291** | **693** |
| College | Level | Summer I  2011 | Summer II  2011 | **Total** |
| Human Sciences | Graduate Doctoral | 94 | 87 | **181** |
| Graduate Masters | 99 | 97 | **196** |
| *Total* | **193** | **184** | **377** |
| Graduate School | Graduate Doctoral | 15 | 12 | **27** |
| Graduate Masters | 88 | 74 | **162** |
| Non Degree | 79 | 67 | **146** |
| *Total* | **182** | **153** | **335** |
| Business Admin | Graduate Doctoral | 33 | 25 | **58** |
| Graduate Masters | 545 | 219 | **764** |
| Non Degree | 1 | 2 | **3** |
| *Total* | **579** | **246** | **825** |
| *Total* | Graduate Doctoral | **1,145** | **941** | **2,086** |
| Graduate Masters | **1,764** | **1,119** | **2,883** |
| Non Degree | **92** | **72** | **164** |
| *Total* | **3,001** | **2,132** | **5,133** |

https://cognos.texastech.edu/ibmcognos/explore/images/black_dot.gif

### Metrics: Degrees

**TTU Degrees by College**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Degree Count** | FY 2002 | FY 2003 | FY 2004 | FY 2005 | FY 2006 | FY 2007 | FY 2008 | FY 2009 | FY 2010 | FY 2011 | *Total* |
| Ag Sciences and  Natural Resources | 267 | 264 | 308 | 305 | 282 | 356 | 385 | 325 | 386 | 368 | **3,246** |
| Arts and Sciences | 1,423 | 1,350 | 1,486 | 1,488 | 1,681 | 1,714 | 1,770 | 1,641 | 1,601 | 1,695 | **15,849** |
| Mass Communications | 18 | 24 | 28 | 248 | 282 | 326 | 305 | 298 | 358 | 294 | **2,181** |
| Visual and  Performing Arts | 121 | 192 | 211 | 216 | 185 | 206 | 238 | 236 | 208 | 244 | **2,057** |
| Architecture | 72 | 129 | 177 | 200 | 210 | 176 | 204 | 146 | 170 | 141 | **1,625** |
| Education | 354 | 261 | 233 | 278 | 299 | 324 | 297 | 312 | 334 | 407 | **3,099** |
| Engineering | 429 | 486 | 582 | 638 | 632 | 629 | 697 | 766 | 788 | 810 | **6,457** |
| Human Sciences | 595 | 653 | 742 | 865 | 830 | 848 | 865 | 769 | 777 | 716 | **7,660** |
| Graduate School | 37 | 37 | 56 | 47 | 38 | 46 | 37 | 32 | 46 | 74 | **450** |
| Honors College |  |  |  | 1 | 6 | 3 | 1 | 6 | 3 | 6 | **26** |
| Business Admin | 1,243 | 1,240 | 1,334 | 1,369 | 1,298 | 1,300 | 1,316 | 1,149 | 1,202 | 1,240 | **12,691** |
| School of Law | 186 | 229 | 214 | 233 | 202 | 231 | 240 | 206 | 210 | 199 | **2,150** |
| Texas Tech University |  | 3 | 1 | 2 | 3 | 4 | 3 | 15 | 21 |  | **52** |
| University College |  |  |  |  |  |  |  |  | 49 | 176 | **225** |
| **ACADEMIC AREAS** | **4,745** | **4,868** | **5,372** | **5,890** | **5,948** | **6,163** | **6,358** | **5,901** | **6,153** | **6,370** | **57,768** |

**COE Degrees by Department & Level**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Degree Count** | | FY 2007 | FY 2008 | FY 2009 | FY 2010 | FY 2011 | *Total* |
| Curriculum and Instruction (CI) | Master’s Degree | 59 | 48 | 57 | 38 | 68 | **270** |
| Baccalaureate Degree | 127 | 87 | 110 | 146 | 176 | **646** |
| Doctoral Degree | 5 | 12 | 6 | 7 | 10 | **40** |
| *Total* | **191** | **147** | **173** | **191** | **254** | **956** |
| Educational Psychology and  Leadership (EPL) | Master’s Degree | 114 | 107 | 112 | 119 | 113 | **565** |
| Baccalaureate Degree |  |  |  |  |  |  |
| Doctoral Degree | 19 | 33 | 26 | 24 | 34 | **136** |
| *Total* | **133** | **140** | **138** | **143** | **147** | **701** |
| Education (EDUC) | Master’s Degree |  | 10 | 1 |  | 6 | **17** |
| Baccalaureate Degree |  |  |  |  |  |  |
| Doctoral Degree |  |  |  |  |  |  |
| *Total* |  | **10** | **1** |  | **6** | **17** |
| **College of Education** | **Master’s Degree** | **173** | **165** | **170** | **157** | **187** | **852** |
| **Baccalaureate Degree** | **127** | **87** | **110** | **146** | **176** | **646** |
| **Doctoral Degree** | **24** | **45** | **32** | **31** | **44** | **176** |
| *Total* | **324** | **297** | **312** | **334** | **407** | **1,674** |

https://cognos.texastech.edu/ibmcognos/explore/images/drop_caret_2x2.gif

https://cognos.texastech.edu/ibmcognos/explore/images/black_dot.gif

**C&I Degrees by Programs**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Degree Count** | FY 2002 | FY 2003 | FY 2004 | FY 2005 | FY 2006 | FY 2007 | FY 2008 | FY 2009 | FY 2010 | FY 2011 | *Total* |
| Bilingual Education MED | 12 | 6 | 2 | 5 | 5 | 1 | 1 | 2 | 2 | 7 | **43** |
| Curriculum and Instruction EDD | 2 | 6 | -- | -- | -- | -- | -- | -- | -- | -- | **8** |
| Curriculum and Instruction MED | 5 | 7 | 6 | 7 | 8 | 6 | 6 | 9 | 6 | 9 | **69** |
| Curriculum and Instruction PHD | -- | -- | 6 | 1 | 9 | 5 | 12 | 6 | 7 | 10 | **56** |
| Elementary Education MED | 11 | 25 | 18 | 30 | 29 | 31 | 29 | 34 | 20 | 27 | **254** |
| Language Literacy Education MED | 12 | 11 | 7 | 5 | 9 | 6 | 5 | 6 | 5 | 13 | **79** |
| Multidisciplinary Science BS | 11 | 10 | 9 | 8 | 7 | 7 | 7 | 11 | 13 | 6 | **89** |
| Multidisciplinary Studies BS | 227 | 56 | 64 | 77 | 78 | 120 | 80 | 99 | 133 | 170 | **1,104** |
| Secondary Education MED | 1 | 4 | 7 | 9 | 7 | 15 | 7 | 6 | 5 | 12 | **73** |
| **Curriculum and Instruction (C&I)** | **281** | **125** | **119** | **142** | **152** | **191** | **147** | **173** | **191** | **254** | **1,775** |

**EP&L Degrees by Programs**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Degree Count** | FY 2002 | FY 2003 | FY 2004 | FY 2005 | FY 2006 | FY 2007 | FY 2008 | FY 2009 | FY 2010 | FY 2011 | *Total* |
| Counselor Education EDD | 2 | 2 | 2 |  |  |  |  |  |  |  | **6** |
| Counselor Education MED | 23 | 36 | 17 | 36 | 33 | 24 | 21 | 18 | 16 | 21 | **245** |
| Counselor Education PHD |  |  |  | 2 | 3 |  | 2 | 2 | 2 | 5 | **16** |
| Educational Leadership EDD | 7 | 3 | 7 | 1 | 2 | 2 | 5 | 5 | 5 | 7 | **44** |
| Educational Leadership MED | 9 | 18 | 35 | 28 | 27 | 30 | 28 | 26 | 25 | 19 | **245** |
| Educational Psychology EDD | 1 | 4 |  |  |  |  |  |  |  |  | **5** |
| Educational Psychology MED |  | 4 | 2 | 3 | 1 | 4 | 2 | 3 | 4 | 2 | **25** |
| Educational Psychology PHD |  |  |  | 4 | 1 | 1 | 3 | 5 | 2 | 5 | **21** |
| Higher Education EDD | 6 | 5 | 9 | 5 | 10 | 3 | 4 | 1 | 2 | 3 | **48** |
| Higher Education MED | 12 | 16 | 9 | 13 | 6 | 9 | 11 | 13 | 15 | 14 | **118** |
| Higher Education PHD |  |  | 1 |  | 2 | 3 | 4 | 3 | 9 | 8 | **30** |
| Instructional Technology EDD | 1 | 2 |  | 4 | 1 | 6 | 9 | 4 | 3 | 3 | **33** |
| Special Education EDD | 5 | 2 | 7 | 2 | 4 | 4 | 6 | 6 | 1 | 3 | **40** |
| Special Education MED | 6 | 22 | 12 | 24 | 31 | 26 | 35 | 38 | 45 | 45 | **284** |
| **Educational Psychology and Leadership (EP&L)** | **72** | **119** | **113** | **136** | **138** | **133** | **140** | **138** | **143** | **147** | **1,279** |

### Metrics: Weighted Semester Credit Hours (WSCH)

**TTU Colleges**

**Weighted Semester Credit Hours**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Total WSCH** | FY 2004 | FY 2005 | FY 2006 | FY 2007 | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012  **- Till Spring** | **Time** |
| Ag Sciences and  Natural Resources | 113,950.86 | 105,588.66 | 108,108.31 | 114,116.45 | 113,410.69 | 112,426.35 | 120,877.15 | 134,213.97 | 116,312.63 | **1,039,005.07** |
| Architecture | 70,690.68 | 70,266.75 | 60,042.79 | 58,331.00 | 54,291.19 | 52,112.83 | 57,162.81 | 54,001.79 | 45,029.95 | **521,929.79** |
| Arts and Sciences | 728,526.90 | 738,114.36 | 743,405.59 | 721,472.58 | 713,883.25 | 721,520.65 | 789,784.65 | 812,350.00 | 768,185.32 | **6,737,243.30** |
| Business Admin | 164,922.50 | 158,265.68 | 147,905.21 | 147,323.13 | 144,192.56 | 155,558.28 | 187,624.15 | 180,595.35 | 142,032.19 | **1,428,419.05** |
| Education | 129,597.12 | 137,452.95 | 129,189.22 | 124,234.14 | 113,955.43 | 114,029.25 | 120,591.67 | 126,650.75 | 104,495.04 | **1,100,195.57** |
| C&I | 48,427.65 | 53,129.54 | 53,193.44 | 52,920.20 | 47,701.09 | 45,155.82 | 51,187.45 | 50,452.93 | 44,565.65 | **446,733.77** |
| EP&L | 81,169.47 | 84,323.41 | 75,995.78 | 71,313.94 | 66,254.34 | 68,873.43 | 69,404.22 | 76,197.82 | 59,929.39 | **653,461.80** |
| Engineering | 279,209.23 | 271,196.29 | 238,406.68 | 250,117.86 | 266,529.83 | 277,914.12 | 312,905.04 | 335,756.48 | 304,180.29 | **2,536,215.82** |
| Graduate School |  |  |  |  |  | 1,296.45 | 3,387.18 | 8,711.29 | 7,133.24 | **20,528.16** |
| Honors College | 2,967.46 | 2,970.66 | 2,455.48 | 3,093.16 | 3,013.64 | 2,785.23 | 2,923.71 | 2,574.64 | 2,668.43 | **25,452.41** |
| Human Sciences | 137,716.87 | 135,921.20 | 123,158.38 | 131,894.77 | 122,467.69 | 131,858.71 | 130,144.42 | 139,171.16 | 134,079.53 | **1,186,412.73** |
| Mass Communications | 30,957.40 | 32,030.30 | 35,694.66 | 38,109.60 | 35,960.64 | 34,152.93 | 37,983.90 | 41,974.70 | 38,648.57 | **325,512.70** |
| Outreach and  Distance Education |  |  |  |  |  |  | 1,202.18 |  |  | **1,202.18** |
| Visual and  Performing Arts | 137,718.97 | 142,256.35 | 120,935.00 | 121,179.25 | 108,802.54 | 104,768.84 | 99,064.30 | 102,735.71 | 82,954.48 | **1,020,415.44** |

**C&I by Program**

**Weighted Semester Credit Hours**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Total WSCH** | FY 2004 | FY 2005 | FY 2006 | FY 2007 | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012  Till Spring | **Time** |
| EDBL (Bilingual Education) | 3,764.24 | 2,752.17 | 1,874.54 | 1,863.38 | 2,485.32 | 3,852.80 | 4,295.29 | 5,507.54 | 5,029.44 | **31,424.72** |
| EDCI (Curriculum & Inst.) | 5,536.42 | 6,715.64 | 6,465.39 | 7,862.28 | 8,081.24 | 8,650.30 | 9,166.04 | 9,724.10 | 7,651.73 | **69,853.14** |
| EDEL (Elementary Educ.) | 13,953.53 | 15,951.25 | 15,413.78 | 16,177.96 | 12,974.66 | 11,218.73 | 13,078.03 | 13,242.74 | 13,758.51 | **125,769.19** |
| EDLL (Lang. Literacy Educ.) | 13,487.38 | 14,686.01 | 16,136.65 | 14,284.97 | 12,830.46 | 11,192.32 | 12,614.85 | 12,001.95 | 10,079.85 | **117,314.44** |
| EDSE (Secondary Education) | 11,686.08 | 13,024.47 | 13,303.08 | 12,731.61 | 11,329.41 | 10,241.67 | 12,033.24 | 9,976.60 | 8,046.12 | **102,372.28** |
| **Curriculum and Instruction** | **48,427.65** | **53,129.54** | **53,193.44** | **52,920.20** | **47,701.09** | **45,155.82** | **51,187.45** | **50,452.93** | **########** | **446,733.77** |

**EP&L by Program**

**Weighted Semester Credit Hours**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Total WSCH** | FY 2004 | FY 2005 | FY 2006 | FY 2007 | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012  Till Spring | **Time** |
| EDEC (Early Childhood Educ.) | 5,166.01 | 5,780.22 | 4,780.26 | 5,741.34 | 4,628.43 | 4,153.77 | 3,457.36 | 1,578.00 | 146.37 | **35,431.76** |
| EDHE (Higher Education) | 7,575.09 | 7,298.87 | 6,456.21 | 5,393.63 | 3,657.20 | 4,673.59 | 4,367.12 | 6,017.10 | 5,386.99 | **50,825.80** |
| EDIT (Instructional Technology) | 26,920.91 | 27,275.71 | 27,744.20 | 24,361.26 | 23,837.59 | 22,833.22 | 23,091.68 | 26,604.20 | 20,538.42 | **223,207.19** |
| EDLD (Educational Leadership) | 7,322.45 | 6,152.07 | 4,776.82 | 5,087.93 | 5,444.98 | 6,069.68 | 5,278.58 | 6,222.84 | 3,876.93 | **50,232.28** |
| EDSP (Special Education) | 10,136.79 | 11,169.32 | 10,364.88 | 11,432.15 | 10,095.48 | 12,041.36 | 13,037.88 | 13,786.50 | 11,183.70 | **103,248.06** |
| EPCE (Counselor Education) | 7,188.70 | 6,722.86 | 4,156.69 | 3,924.51 | 4,472.48 | 4,210.06 | 4,428.54 | 5,175.06 | 4,996.80 | **45,275.70** |
| EPSY (Educational Psychology) | 16,859.52 | 19,924.36 | 17,716.72 | 15,373.12 | 14,118.18 | 14,891.75 | 15,743.06 | 16,814.12 | 13,800.18 | **145,241.01** |
| **Educ. Psychology & Leadership** | **81,169.47** | **84,323.41** | **75,995.78** | **71,313.94** | **66,254.34** | **68,873.43** | **69,404.22** | **76,197.82** | **########** | **653,461.80** |

### Metrics: Certification

**Enrollments in Certification Programs**

**by Teaching or Professional Fields and Levels 1**

| **Certificate Description** | **Fall 2007**  **Total (U, PB)** | **Fall 2008**  **Total (U, PB)** | **Fall 2009**  **Total (U, PB)** | **Fall 2010**  **Total (U, PB)** | **Fall 2011**  **Total (U, PB)** |
| --- | --- | --- | --- | --- | --- |
| Agriculture Production | 35 (29, 6) | 30 (27, 3) | 37 (32, 5) | 44 (34, 10) | 25 (18, 7) |
| Art (All level or Secondary) | 30 (23, 7) | 21 (19, 2) | 22( 18, 4) | 29 (25, 4) | 19 (16, 3) |
| Bilingual Supplemental (Spanish) | 25 (17, 8) | 15 (14, 1) | 28 (26, 2) | 61 (60, 1) | 57 (56, 1) |
| Chemistry |  |  | 8 (6, 2) | 7 (5, 2) | 6 (4, 2) |
| Computer Science (Secondary) | 0 | 1 (0, 1) | 1 (1, 1) | 0 | 0 |
| Dance (Secondary) | 8 (5, 3) | 4 (3, 1) | 4( 3, 1) | 3 (3, 0) | 6 (6, 0) |
| Deaf Education | 31 (0, 31) | 23 (0, 23) | 33 (0, 33) | 28 (0, 28) | 29 (0, 29) |
| Educational Diagnostician | 35 | 38 | 39 | 71 | 85 |
| English (Secondary) | 61 (38, 23) | 63 (35, 28) | 65(42, 23) | 60 (41, 19) | 51 (29, 22) |
| English as a Second Language | 46 (42, 4) | 119 (97, 22) | 154( 134, 20) | 209 (188, 21) | 229 (214, 15) |
| English, Language Arts, and Reading (Middle) | 18 (10, 8) | 4 (3, 1) | 5(1, 4) | 11 (0, 11) | 40 (40, 0) |
| English, Lang. Arts, Reading, Social Studies (Middle) | 60 (52, 8) | 57 (54, 3) | 56 (56, 0) | 45 (44, 1) | 40 (40, 0) |
| Family and Consumer Science --Composite | 13 (13, 0) | 20 (14, 6) | 17 (12, 5) | 23 (19, 4) | 17 (14, 3) |
| Family and Consumer Science – Hospitality/Nutrition/Food Science | 4 (4, 0) | 6 (6, 0) | 8 (8, 0) | 13 (12, 1) | 8(8, 0) |
| Family and Consumer Science – Human Develop. & Family Studies | 0 | 0 | 0 | 1 (0, 1) | 3 (0, 3) |
| French | 2 (1, 1) | 1 ( 0, 1) | 1 (0, 1) | 3 (3, 0) | 2 (2, 0) |
| Generalist Elementary | 502  (371,131) | 520 (406, 114) | 539 (436, 103) | 677 (580, 97) | 685 (620, 65) |
| German | 1 (0, 1) | 0 | 3(2, 1) | 2 (1, 1) | 0 |
| Health Education (all level) | 4 (2, 2) | 2 (2, 0) | 6 (4, 2) | 2 (0, 2) | 1 (0, 1) |
| History (Secondary) | 66 (41 , 25) | 46 ( 35, 11) | 60 (54, 6) | 74 (60, 14) | 76 (69, 7) |
| Journalism (Secondary) | 4 (1, 3) | 2 (1, 1) | 4(2, 2) | 8(3, 5) | 4 (3, 1) |
| Latin | 0 | 0 | 1 (1, 0) | 0 | 0 |
| Life Sciences (Secondary) | 8 (0, 8) | 8 (0, 8) | 7 (1, 6) | 10 (6, 4) | 9 (5, 4) |
| Master Reading Teacher | 4 (0, 4) | 3 (0, 3) | 2 (0, 2) |  | 1 (0, 1) |
| Master Technology Teacher | 2 (0, 2) | 4 (0, 4) | 4 (0, 4) | 4 (0, 4) | 2 (0, 2) |
| Mathematics (Middle)\* | 62 (49, 13) | 66 (62, 4) | 81( 74, 7) | 93 (81, 12) | 68 (64, 4) |
| Mathematics (Secondary) | 37 (22, 15) | 30 (21, 9) | 46 (38, 18) | 53 (34 , 19) | 43 (35, 8 ) |
| Mathematics/Physics (Secondary) | 1 (0, 1) | 1 (1, 0) | 2 (2, 0) | 2 (1, 1) | 3(2, 1) |
| Math/Physical Science/Engineering |  |  |  |  | 1 (1,0) |
| Mathematics/Science (Middle) | 49 ( 43, 6) | 43 (43, 0) | 56( 56, 0) | 65 (65, 0) | 55 (55, 0) |
| Music (All level) | 88 (83, 5) | 78 (71, 7) | 57 (54, 3) | 66 (64, 2) | 59 (55, 4) |
| Orientation and Mobility (national cert) | 17 (0, 17) | 14 (0, 14) | 11(0, 11) | 11 (0, 11) | 11 (0, 11) |
| Physical Education (All level or Secondary) | 81 (61, 20) | 64 ( 57, 7) | 65(52, 13) | 65 (57, 8) | 71 (66, 5) |
| Physical Science (Secondary) | 1 (0, 1) | 1 (0, 1) | 0 |  | 1 |
| Principal | 59 | 43 | 55 | 42 | 31 |
| Reading Specialist | 2 | 3 | 3 | 4 | 4 |
| School Counselor | 25 | 23 | 14 | 10 | 9 |
| Science (Middle)\* | 55 (48,7) | 51 (49, 2) | 69 (66, 7) | 76 (72 , 4) | 61 (59, 2) |
| Science Composite (Secondary) | 20 (12, 8) | 20 (17, 3) | 22(14, 6) | 16 (10, 6) | 32 (25, 7) |
| Social Studies (Middle) | 14 (9, 5) | 15 (14, 1) | 31 (29, 2) | 31 (23, 8) | 55 (52,3) |
| Social Studies Composite (Secondary) | 16 (8, 8) | 13 (10, 3) | 10 (7, 3) | 26 (12, 14) | 17 (8, 9) |
| Spanish | 18 (7, 11) | 14 (9, 5) | 22(14, 8) | 31 (16 , 15) | 21 (11, 10) |
| Special Education | 55 (37, 18) | 67 (61, 6) | 85(63, 22) | 83 (63 , 20) | 98 (85, 13) |
| Speech Communications (Secondary) | 7 (2, 5) | 5 (4, 1) | 4(2, 2) | 4 (2, 2) | 3 (3, 0) |
| Superintendent | 3 | 7 | 12 | 9 | 8 |
| Technology Applications | 9 (0, 9) | 5 (0, 5) | 8(0,8) | 8 (0, 8) | 5 (0, 5) |
| Theatre Arts | 11 (4, 7) | 8 (6, 2) | 8 (8, 0) | 6 (6, 0) | 7 (7, 0) |
| Visually Impaired | 56 (0, 56) | 60 (0, 60) | 69 (0, 69) | 59 (0, 59) | 52 (0, 52) |
|  |  |  |  |  |  |
| Subtotal Elementary Initial | 504  (386, 118) | 532  (418,114) | 539  (437, 102) | 671 (574, 97) | 680  (616, 64) |
| Subtotal Middle Level Initial | 155  (125, 30) | 150  (139,11) | 162  (138, 24) | 164 (133, 31) | 122  (108 , 14) |
| Subtotal Secondary Initial | 301  (182, 119) | 270  (185, 85) | 309  (224, 85) | 362 (254, 108) | 301  (227, 74) |
| Subtotal All Level Initial | 381  (234, 147) | 328  (216,112) | 274  (198, 76) | 281 (214, 67) | 286  (219, 67) |
| Subtotal Supplemental | 52 (44, 8) | 122 (99, 23) | 246 (157, 89) | 333 (244, 89) | 362  ( 309, 53) |
| Subtotal Professional | 95 | 118 | 130 | 138 | 138 |
| Total Certification Areas | 1417  (839, 578) | 1520  (1057, 463) | 1443  (951, 492) | 1641 (1122, 519) | 1531  (1110, 411) |

1 Note: Some candidates are active in more than one program

2 T: Total, U: undergraduate, PB: post-baccalaureate

\*Includes Math/Science

**Enrollment in High Demand**

**Teaching Fields 1&2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teaching Field | **Fall 2007**  **Total**  **(U, PB)** | **Fall 2008**  **Total**  **(U, PB)** | **Fall 2009**  **Total**  **(U, PB)** | **Fall 2010**  **Total**  **(U, PB)** | **Fall 2011**  **Total**  **(U, PB)** |
| **Bilingual/ESL** | **71 (59, 12)** | **134 (111, 23)** | **182 (160, 22)** | **270 (248, 22)** | **286 (270, 16)** |
| Bilingual Elementary Generalist (Spanish) | 19 (15, 4) | 12 (12, 0) | No longer  Used | No longer used | No longer  Used |
| Bilingual Supplemental (Spanish) | 6 (2, 4) | 3 (2, 1) | 28 (26, 2) | 61 (60, 1) | 57 (56, 1) |
| English as a Second Language | 46 (42, 4) | 119 (97, 22) | 154 ( 134, 20) | 209 (188, 21) | 229 (214, 15) |
| **Language Other Than English** | **21 (8, 13)** | **15 (9, 6)** | **27 (17, 10)** | **36 (20, 16)** | **23 (13, 10)** |
| French (Secondary) | 2 (1, 1) | 1 ( 0, 1) | 1 (0, 1) | 3 (3, 0) | 2 (2, 0) |
| German (Secondary) | 1 (0, 1) | 0 | 3 (2, 1) | 2 (1, 1) | 0 |
| Latin (Secondary) | 0 | 0 | 1 (1, 0) | 0 | 0 |
| Spanish (Secondary) | 18 (7, 11) | 14 (9, 5) | 22 (14, 8) | 31 (16 , 15) | 21 (11, 10) |
| **Mathematics** | **100 (71, 29)** | **97 (84, 13)** | **129 (114, 25)** | **148 ( 116, 32)** | **110 (98, 12)** |
| Mathematics (Middle)\* | 13 (6, 7) | 23 (19, 4) | 25( 18, 7) | 93 (81, 12) | 68 (64, 4) |
| Mathematics (Secondary) | 37 (22, 15) | 30 (21, 9) | 46 (38, 18) | 53 (34 , 19) | 43 (35, 8) |
| Mathematics/Physics (Secondary) 4 | 1 (0, 1) | 1 (1, 0) | 2 (2, 0) | 2 (1, 1) | 3 (2, 1) |
| Math/Physical Science/Engineering) |  |  |  |  | 1 (1, 0) |
| Mathematics/Science (Middle) \*4 | 49 ( 43, 6) | 43 (43, 0) | 56( 56, 0) | 65 (65, 0) | 55 (55, 0) |
| **Science** | **85 (60, 25)** | **81 (67, 14)** | **108 (86, 21)** | **111 (94, 17)** | **112 (95, 17)** |
| Chemistry |  |  | 8 (6, 2) | 7 (5, 2) | 6 (4, 2) |
| Life Sciences (Secondary) | 8 (0, 8) | 8 (0, 8) | 7 (1, 6) | 10 (6, 4) | 9 (5, 4) |
| Physical Science (Secondary) | 1 (0, 1) | 1 (0, 1) | 0 | 0 | 1 (1, 0) |
| Science (Middle)\* | 55 (48,7) | 51 (49, 2) | 69 (66, 7) | 76 (72 , 4) | 61, (59, 2) |
| Science Composite (Secondary) | 20 (12, 8) | 20 (17, 3) | 22 (14, 6) | 16 (10, 6) | 32 (25, 7) |
| Mathematics/Physics (Secondary) 4 | 1 (0, 1) | 1 (1, 0) | 2 (2, 0) | 2 (1, 1) | 3 (2, 1) |
| Math/Physical Science/Engineering) |  |  |  |  | 1 (1, 0) |
| Mathematics/Science (Middle)\* 4 | 49 ( 43, 6) | 43 (43, 0) | 56( 56, 0) | 65 (65, 0) | 55 (55, 0) |
| **Special Education** | **194 (37, 157)** | **202( 61, 141)** | **237 (63, 174)** | **252 (63, 189)** | **264 (76, 188)** |
| Deaf Education | 31 (0, 31) | 23 (0, 23) | 33 (0, 33) | 28 (0, 28) | 29 (0, 29) |
| Educational Diagnostician | 35 (0, 35) | 38 (0, 38) | 39 (0, 39) | 71 (0, 71) | 85 (0, 85) |
| Orientation and Mobility (national cert) | 17 (0, 17) | 14 (0, 14) | 11 (0, 11) | 11 (0, 11) | 11 (0, 11) |
| Special Education | 55 (37, 18) | 67 (61, 6) | 85 (63, 22) | 83 (63 , 20) | 98 (85, 13) |
| Teacher of the Visually Impaired | 56 (0, 56) | 60 (0, 60) | 69 (0, 69) | 59 (0, 59) | 52 (0, 52) |

1 Data from the Certification Office

2 Note: Some candidates are active in more than one program

3 U: Undergraduate,  PB: Post-baccalaureate

4 Double counted as both mathematics and science

5 NA: Data Not Available

\*Middle level math/science is counted as middle level math, middle level science, and middle level math/science

**Teaching Certificates Issued by Type and Level**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Type and Level** | **2005-2006** | **2006-2007** | **2007-2008** | **2008-2009** | **2009-20010** | **2010-20011** |
| Probationary |  |  |  |  |  |  |
| All Level | 10 |  | 11 | 7 | 5 | 1 |
| Elementary | 5 |  | 6 |  | 1 | 1 |
| Middle | 5 |  | 7 |  |  | 2 |
| Secondary | 26 | 23 | 28 | 17 | 22 | 1 |
| Professional | 2 | 0 | 6 | 2 | 3 | 2 |
| Supplemental |  |  | 17 | 11 | 21 | 6 |
| Sub Total | 48 | 23 | 74 | 38 | 52 | 18 |
|  |  |  |  |  |  |  |
| Standard |  |  |  |  |  |  |
| Elementary\* | 229 | 281 | 255 | 219\* | 195\* | 207\* |
| Middle | 65 | 74 | 56 | 37 | 53 | 72 |
| Secondary | 177 | 132 | 145 | 126 | 153 | 157 |
| All Level\* | 138 | 148 | 142 | 128\* | 123\* | 124\* |
| Vocational\* | 37\* | 25\* | 42\* | 30\* | 34\* | 42\* |
| Special Ed.\* | 60\* | 24\* | 30\* | 50\* | 51\* | 42\* |
| Endorsements &  Supplementals | 32 | 7 | 28 | 17 | 12 | 64\* |
| Professional | 63 | 69 | 62 | 60 | 60 | 53 |
| Sub Total | 641 | 625 | 688 | 568 | 572 | 606 |
|  |  |  |  |  |  |  |
| Total | 752 | 717 | 762 | 620 | 624 | 624 |
|  |  |  |  |  |  |  |
| Undergraduates | 374 | 396 | 426 | 351 | 386 | 298 |
| Post-Bacs | 331 | 222 | 157 | 139 | 110 | 142 |
| Additional | 109 | 76 | 66 | 78 | 76 | 66 |

\*Included in other certificate levels (i.e., Vocational is included in Secondary; Special Education is included in All Level)

**Professional Certificates Issued**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2005-2006** | **2006-2007** | **2007-2008** | **2008-2009** | **2009-2010** | **2010-2011** |
| School Counselor | 11 | 9 | 8 | 8 | 6 | 5 |
| Educational Diagnostician | 13 | 15 | 16 | 23 | 13 | 19 |
| Master Reading Teacher | 4 | 1\* | 2 |  | 1 | 0 |
| Master Technology Teacher | 0 | 1 | 1 |  |  | 1 |
| Principal | 21 | 30 | 25 | 22 | 28 | 18 |
| Reading Specialist | 2 | 2 | 2 |  | 1 | 2 |
| Superintendent | 12 | 11 | 6 | 7 | 11 | 7 |
| Total | 63 | 69 | 62 | 61 | 60 | 52 |

\* Received both Master Reading Teacher and Reading Specialist

Educator preparation is a university-wide function, with certification available in 8 of the 9 academic colleges and the Graduate School. Only the College of Architecture is excluded.

Standard Certificates Issued by College

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2006-2007** | **2007-2008** | **2008-2009** | **2009-2010** | **2010-2011** |
| Education | 106 | 78 | 85 | 117 | 137 |
| Arts & Sciences | 89 | 88 | 88 | 113 | 87 |
| Agriculture & Natural Resources | 18 | 26 | 11 | 21 | 21 |
| Human Sciences | 144 | 166 | 123 | 97 | 97 |
| Graduate | 299 | 235 | 216 | 188 | 209 |
| Mass Communications | 1 | 1 | 0 | 0 | 1 |
| Visual and Performing Arts | 38 | 65 | 45 | 36 | 54 |
| **Total** | **695** | **658** | **568** | **572** | **606** |

### Metrics: Distance Delivery

**Course Enrollment by College,**

**Modality, and Level for fall 2011** 1

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **College** | **Face to Face Enrollment** | | | **Internet or Multimodal Enrollment** | | | **% Distance 2** | | |
|  | Graduate | Undergraduate | Total | Graduate | Undergraduate | Total | Graduate | Undergraduate | Total |
| Agriculture | 788 | 7561 | 8349 | 156 | 300 | 456 | 16.53% | 3.82% | 5.18% |
| Architecture | 305 | 2775 | 3080 | 5 |  | 5 | 1.61% | 0.00% | 0.16% |
| Arts and Sciences | 3949 | 98339 | 102288 | 218 | 1809 | 2027 | 5.23% | 1.81% | 1.94% |
| Business Admin. | 2454 | 14724 | 17178 | 242 | 5 | 247 | 8.98% | 0.03% | 1.42% |
| Education 2 | 1039 | 4194 | 5233 | 1242 | 698 | 1940 | 54.45% | 14.27% | 27.05% |
| Engineering | 2037 | 17783 | 19820 | 128 | 589 | 717 | 5.91% | 3.21% | 3.49% |
| Graduate | 230 | 0 | 230 | 2 | 0 | 2 | 0.86% | 0.00% | 0.86% |
| Honors | 0 | 730 | 730 | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| Human Sciences | 1037 | 10983 | 12020 | 124 | 923 | 1047 | 10.68% | 7.75% | 8.01% |
| Mass Comm. | 174 | 3862 | 4036 | 6 | 28 | 34 | 3.33% | 0.72% | 0.84% |
| South Plains 4 | 0 | 421 | 421 | 0 | 0 | 0 | 0.00% | 0.00% | 0.00% |
| University College | 15 | 198 | 213 | 14 | 434 | 448 | 48.28% | 68.67% | 67.78% |
| Provost’s Office 5 | 32 | 3668 | 3700 |  | 55 | 55 | 0.00% | 1.48% | 1.46% |
| Visual & Perform. Arts | 720 | 9453 | 10173 | 56 | 488 | 544 | 7.22% | 4.91% | 5.08% |

1 Source: Cognos Report IMR 054 “Class Schedule Proof” (collected by Shane Hammontree)

2 The term “Distance” includes the following modalities: “Internet or Web Based”, “Multimodal”, “BTV or Web”, “ITV”, “Broadcast TV”, and “Video and or Broadcast TV”

3 The data represent enrollments in Education courses, many of whom are students from outside the COE

4 Some coursework is delivered by faculty members from South Plains Community College

5 Some coursework and programs are housed in the Provost’s Office, e.g. Interdisciplinary Studies marginalized

## Objective 1.2: Increase candidate diversity

**College of Education**

**Degree Candidate Demographics 1**

**An Overview**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Fall** | **Female** | **Male** | **African American** | **Hispanic** | **Other 2** | **White** | **Unknown** | **Students of Color Total 3** | **COE Total** | **% Students**  **of Color 4** |
| 2011 | 1,465 | 392 | 85 | 333 | 113 | 1,293 | 34 | 531 | 1,858 | 29.11% |
| 2010 | 1,443 | 393 | 84 | 320 | 111 | 1,269 | 52 | 515 | 1,836 | 28.86% |
| 2009 | 1,274 | 384 | 69 | 267 | 82 | 1,211 | 21 | 418 | 1,650 | 25.65% |
| 2008 | 1,196 | 320 | 59 | 239 | 53 | 1,112 | 53 | 351 | 1,516 | 23.99% |
| 2007 | 1,089 | 313 | 64 | 191 | 51 | 1,026 | 70 | 306 | 1,402 | 22.97% |
| 2006 | 1,019 | 321 | 54 | 185 | 48 | 991 | 62 | 287 | 1,340 | 22.45% |
| 2005 | 1,055 | 314 | 38 | 166 | 52 | 1,057 | 56 | 256 | 1,369 | 19.49% |

1 [TTU Fact Book/Total Enrollment](http://www.irim.ttu.edu/Factbook/) (by college and gender or ethnicity)

2 Other includes American Indian, Asian, Multiple, and Non-resident Alien.

3 Students of Color total includes African American, Hispanic, and Other categories.

4 Percentage calculation does not include “unknown” numbers.

**Degree Student Ethnicity and Gender by Level**

**Fall 2011 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Ethnicity** | **Graduate** | **Undergraduate** | **Total** |
| African American Multiracial | 2 | **1** | 3 |
| American Indian/Alaskan Native | 3 | **1** | 4 |
| Asian | 11 | **5** | 16 |
| Black, Not of Hispanic Origin | 56 | 26 | 82 |
| Hispanic | 177 | 156 | 333 |
| Multiple | 9 | 5 | 14 |
| Non-Resident Alien | 68 | 11 | 79 |
| Unknown | 17 | 17 | 34 |
| White | 721 | 572 | 1,293 |
|  |  |  |  |
| Female | 798 | 667 | 1,465 |
| Male | 266 | 126 | 392 |
| Total | 1,064 | 794 | 1,858 |

1 [TTU Fact Book/Total Enrollment](http://www.irim.ttu.edu/Factbook/) (by college and gender or ethnicity)

**Certificates Issued by Ethnicity and Gender 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2005-2006** | **2006-2007** | **2007-2008** | **2008-2009** | **2009-2010** | **2010-2011** |
| Female |  |  |  |  |  |  |
| African American | 10 | 10 | 6 | 10 | 8 | 8 |
| Hispanic | 70 | 48 | 68 | 51 | 46 | 59 |
| White | 459 | 466 | 419 | 369 | 368 | 397 |
| Other | 22 | 15 | 20 | 15 | 10 | 14 |
| Total | 561 | 539 | 514 | 445 | 432 | 478 |
|  |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |
| African American | 2 | 10 | 2 | 5 | 7 | 3 |
| Hispanic | 23 | 20 | 20 | 23 | 31 | 16 |
| White | 111 | 120 | 118 | 91 | 97 | 107 |
| Other | 8 | 5 | 3 | 4 | 5 | 4 |
| Total | 144 | 155 | 144 | 123 | 140 | 130 |
| Grand Total | 705 | 694 | 658 | 568 | 572 | 608 |

1 Note, 2006-07 and previous data were not disaggregated to include Native American

and Asian. To be consistent, Table 5 places these ethnic groups into “other.”

Objective 1.3: Increase candidate retention and graduation rates.

**One Year Retention Rates 1**

**Fall 2010 to Fall 2011**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STUDENT LEVEL** | **COLLEGE** | **COHORT** | **TOTAL RETAINED** | **% RETAINED** |
| Graduate | Agricultural Sciences | 71 | 63 | 88.73% |
| Architecture | 31 | 30 | 96.77% |
| Arts and Sciences | 289 | 266 | 92.04% |
| Business Administration | 105 | 103 | 98.10% |
| Education | 58 | 57 | 98.28% |
| Curriculum & Instruction | 12 | 12 | 100.00% |
| Ed. Psychology & Leadership | 46 | 45 | 97.83% |
| Engineering | 188 | 177 | 94.15% |
| Human Sciences | 99 | 89 | 89.90% |
| Graduate School | 69 | 54 | 78.26% |
| Mass Communications | 17 | 14 | 82.35% |
| Visual and Performing Arts | 63 | 56 | 88.89% |
| Law | School of Law | 244 | 229 | 93.85% |
| Undergraduate | Agricultural Sciences | 257 | 214 | 83.27% |
| Architecture | 189 | 159 | 84.13% |
| Arts and Sciences | 2,028 | 1,635 | 80.62% |
| Business Admin | 510 | 435 | 85.29% |
| Education (C&I) | 88 | 78 | 88.64% |
| Engineering | 419 | 350 | 83.53% |
| Human Sciences | 334 | 271 | 81.14% |
| Honors College | 14 | 14 | 100.00% |
| Mass Communications | 282 | 243 | 86.17% |
| Visual and Performing Arts | 161 | 133 | 82.61% |
|  |  |  |  |
| University College | 10 | 7 | 70.00% |
| Texas Tech University | 467 | 365 | 78.16% |
| **Summary** | | **5,993** | **5,042** | **84.13%** |

1 IR Data Warehouse/IR Reports/Retention-Graduation Rates

**One Year Retention Rates 1**

**College of Education**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Years (fall to fall)** | **Undergraduate** | | **Graduate** | |
|  | **Retained** | **% Retained** | **Retained** | **% Retained** |
| 2010-2011 | 78/88 | 88.64% | 57/58 | 98.28% |
| 2009-2010 | 80/97 | 82.47% | 49/56 | 87.50% |
| 2008-2009 | 63/76 | 82.89% | 46/53 | 86.79% |
| 2007-2008 | 88/104 | 84.62% | 40/47 | 85.11% |
| 2006-2007 | 43/51 | 84.31% | 33/39 | 84.62% |

1 IR Data Warehouse/IR Reports/Retention-Graduation Rates

**Six Year Graduation Rates 1**

**Fall 2005 to Fall 2011**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STUDENT LEVEL** | **COLLEGE** | **COHORT** | **GRADUATED** | **% GRADUATED** |
| Graduate | Agricultural Sciences | 54 | 46 | 85.19% |
| Architecture | 29 | 24 | 82.76% |
| Arts and Sciences | 250 | 188 | 75.20% |
| Business Administration | 122 | 112 | 91.80% |
| Education | 38 | 30 | 78.95% |
| Curriculum & Instruction | 9 | 8 | 88.89% |
| Ed. Psych. & Leadership | 29 | 22 | 75.86% |
| Engineering | 126 | 111 | 88.10% |
| Human Sciences | 46 | 39 | 84.78% |
| Graduate School | 10 | 7 | 70.00% |
| Mass Communications | 12 | 9 | 75.00% |
| Visual and Performing Arts | 45 | 39 | 86.67% |
| Texas Tech University | 10 | 10 | 100.00% |
| Law | School of Law | 283 | 253 | 89.40% |
| Undergraduate | Agricultural Sciences | 149 | 112 | 75.17% |
| Architecture | 175 | 107 | 61.14% |
| Arts and Sciences | 1,617 | 904 | 55.91% |
| Business Administration | 472 | 327 | 69.28% |
| Education (C&I) | 50 | 38 | 76.00% |
| Engineering | 578 | 330 | 57.09% |
| Human Sciences | 269 | 201 | 74.72% |
| Honors College | 4 | 0 | 0.00% |
| Mass Communications | 301 | 204 | 67.77% |
| Visual and Performing Arts | 128 | 76 | 59.38% |
| **Summary** | | **4,768** | **3,167** | **66.42%** |

1 IR Data Warehouse/IR Reports/Retention-Graduation Rates

**Six Year Graduation Rates 1**

**College of Education**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Years (fall to fall)** | **Undergraduate** | | **Graduate** | |
|  | **Graduated** | **% Graduated** | **Graduated** | **% Graduated** |
| 2005-2011 | 38/50 | 76.00% | 30/38 | 78.95% |
| 2004-2010 | 41/66 | 62.12% | 29/38 | 76.32% |
| 2003-2009 | 45/69 | 65.22% | 24/33 | 72.73% |
| 2002-2008 | 27/55 | 49.09% | 26/29 | 89.66% |
| 2001-2007 | 30/42 | 71.43% | 22/29 | 75.86% |

1 IR Data Warehouse/IR Reports/Retention-Graduation Rates

## Objective 1.4: Maintain a high level of candidate preparedness.

TExES Certification Test

Initial Pass Rates (Multiyear)

|  |  |  |
| --- | --- | --- |
| **Year** | **Initial Pass Rate** | **Number of Test Takers** |
| 2010-2011 | 92% | 693 |
| 2009-2010 | 95% | 606 |
| 2008-2009 | 97% | 598 |
| 2007-2008 | 97% | 675 |
| 2006-2007 | 96% | 679 |
| 2005-2006 | 96% | 621 |
| 2004-2005 | 93% | 610 |
| 2003-2004 | 97% | 473 |
| 2002-2003 | 95% | 397 |
| 2001-2002 | 92% | 586 |
| 2000-2001 | 90% | 453 |
| 1999-2000 | 91% | 500 |

Several additional metrics are being developed:

* Self-Survey of First Year Teachers
* Principal Survey of First Year Teachers ([additional information at TEA website](http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id))
* Candidate Performance Data
  + (Learning above Knowledge and Reasoning being developed
  + From the Teacher Advancement Program, TAP)
* Teacher Effectiveness Data
  + Project on Educator Effectiveness & Quality, PEEQ
  + (Being Developed by the State via UT Austin)
* Student Learning Outcomes
  + (From Program Assessment Plans in TracDat)
* Master’s Comprehensive Exam Rubric
* Doctoral Rubrics
  + (Being developed by various programs
* Graduate Student Scholarly Productivity
* Employer Surveys

**Certification Test Initial Pass Rates by Certification Fields 1**

| **Certification Field** | **2007**  **Completers** | **2008**  **Completers** | **2009**  **Completers** | **2010**  **Completers** | **2011**  **Completers** |
| --- | --- | --- | --- | --- | --- |
| Agricultural Sciences and Technology (6-12) | 100% (3) | 100% (17) | 94.12 (17) | 91.3(23) | 100(32) |
| Art EC-12 (TExES) |  | 93.3% (15) | 100 (10) | 100(11) | 100(13) |
| Bilingual Education Spanish Supplemental (Elementary) | 100% (5) | 100% (8) | 100 (4) | 100(7) | 100(7) |
| BTLPT |  |  |  | 100(1) | 50(2) |
| Chemistry 8-12 | 100% (1) |  | 100(2) | 50(2) | 100(1) |
| Dance (8-12) | 100% (3) | 100% (3) | 100(3) | 100(4) | 100(4) |
| Deaf and Hard of Hearing (EC-12) | 100% (7) | 100% (10) | 100(16) | 100(13) | 100(13) |
| ESL Supplemental | 80% (5) | 66.7% (3) | 100(2) | 94.1(34) | 81.8(55) |
| Educacional Diagnostican (EC-12) | 100% (12) | 100% (16) | 93.3(15) | 91.7(12) | 85(20) |
| Eng. Lang. Arts and Reading/Social Studies (4-8) | 93.3% (30) | 95.8% (24) | 100(18) | 95.7(23) | 91.(24) |
| English Language Arts and Reading (4-8) | 100% (8) | 95.8% (24) | 100(3) |  | 100(6) |
| English Language Arts and Reading (8-12) | 96.3% (27) | 93.3% (30) | 100(30) | 100(36) | 100(33) |
| Family and consumer Sciences 6-12 | 100% (1) |  |  |  |  |
| Generalist (EC-4) | 98.9% (274) | 99.2% (252) | 98.23(226) | 96.3(27) |  |
| Generalist (EC-6) |  |  |  | 91.9(198) | 88.6(236) |
| Health All-Level (EC-12) | 100% (5) | 100% (1) | 100(1) | 100(4) |  |
| History (TExES 8-12) | 87.1% (31) | 80.6% (36) | 95.24(21) | 87.1(31) | 75(36) |
| Journalism (8-12) | 100% (1) | 100% (3) | 100(1) |  | 100(3) |
| Life Science (8-12) | 100% (5) | 100% (3) | 100(5) | 100(3) | 100(2) |
| LOTE: French |  |  |  |  | 100(1) |
| LOTE: German |  |  |  |  | 0(1) |
| LOTE: Spanish |  |  |  | 33.3(6) | 64.3(14) |
| Master Reading Teacher |  |  |  | 100(2) |  |
| Master Technology Teacher |  | 100% (1) |  |  | 100(1) |
| Mathematics (4-8) | 100% (8) | 100% (5) | 100(3) | 100(4) | 81.2(16) |
| Mathematics (8-12) | 100% (10) | 100% (17) | 92.31(13) | 86.4(22) | 88.9(18) |
| Mathematics/Science (4-8) | 91.7% (24) | 86.4% (22) | 81.25(16) | 93.3(15) | 87.5(32) |
| Music All Level (TExES) | 100% (25) | 100% (44) | 95.35 (43) | 100(20) | 97.6(41) |
|  |  |  |  |  |  |
| Total Pedagogy Tests 3 | 96% (606) | 96.9% (588) |  | 100(31) | 95.1(35) |
| Pedagogy and Professional Responsibility 4-8 | 98.7% (78) | 98.4% (63) |  | 100(48) | 98.8(84) |
| Pedagogy and Professional Responsibility 8-12 | 92.4% (132) | 95.3% (150) |  | 94.5(145) | 94.2(154) |
| Pedagogy and Professional Responsibility EC-12 | 95.1% (123) | 94.5% 127) |  | 97.5(29) | 93.4(151) |
| Pedagogy and Professional Responsibility EC-4 | 99.3% (276) | 98.8% (248) |  | 100(31) | 100(4) |
|  |  |  |  |  |  |
| Pedagogy and Professional  Responsibility EC-6 |  |  |  | 98.8(164) | 97.6(207) |
|  |  |  |  |  |  |
| Physical Education TExES (EC-12) | 98.4% (64) | 97.7% (44) | 97.22 (36) | 100(39) | 97.1(35) |
| Physics/Mathematics 8-12 |  |  |  | 100(1) |  |
| Principal | 92.9% (28) | 100% (23) | 95.45(22) | 100(23) | 94.4(18) |
| Reading Specialist |  | 100% (2) |  |  | 100(3) |
| School Counselor | 100% (7) | 100% (4) | 100(5) | 100(6) | 100(5) |
| Science (4-8) | 66.7% (3) | 75% (4) | 75(3) | 75(3) | 83.3(6) |
| Science (8-12) | 100% (4) | 87.5% (8) | 71.43(7) | 100(11) | 100(3) |
| Secondary French (ExCET) | 0% (2) |  | 50(4) | 100(1) | See LOTE |
| Secondary German (ExCET) | 100% (1) |  | 100(1) |  | See LOTE |
| Secondary Spanish (ExCET including TOPT) | 100% (9) | 70.6% (17) | 85.71(14) | 100(1) | See LOTE |
| Social Studies (TExES 4-8) | 80% (5) | 100% (4) | 50(2) | 83.3(6) | 77.8(18) |
| Social Studies (TExES 8-12) | 100% (4) | 83.3% (6) | 100(5) | 75(4) | 91.7(12) |
| Special Education Certificate (TExES EC-12) | 100% (26) | 94.7% (19) | 100(25) | 100(32) | 91.3(23) |
| Special Education Supplemental |  |  |  |  | 100(1) |
| Speech (TExES 8-12) |  |  | 100(5) | 100(2) |  |
| Superintendent | 90% (10) | 100% (3) | 100(9) | 100(10) | 83.3(6) |
| Technology Applications (EC-12) | 100% (5) | 100% (2) |  | 100(3) | 100(2) |
| Theatre (EC-12) | 100% (4) | 100% (6) | 100(4) | 75(4) | 83.3(6) |
| Visually Impaired (includes Braille) (TExES) | 100% (5) | 100% (17) | 100(25) | 95(20) | 95.5(22) |
| Visually Impaired – Braille |  |  |  |  | 94.1(17) |
| Visually Impaired |  |  |  |  | 85.7(21) |

|  |
| --- |
| 1 Initial pass rates of completers, percentage passed (number) as of 10/15/10  2 The Texas Oral Proficiency Test (TOPT) is one of the required exams for the Spanish and French certification field.  3 The PPR exam is one of the required exams for every initial certification field.  Note: Final pass rates no longer compiled due to SB 174, effective 2009-2010. |
|  |
|  |

**Certification Tests Passed by Gender and Ethnicity 1&2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Ethnicity and Gender** | **9/1/05 – 8/31/06** | **9/1/06 – 8/31/07** | **9/1/07 – 8/31/08** | **9/1/08 – 8/31/09** | **9/1/09 – 8/31/10** | **9/1/10 –**  **8/31/11** |
| African American | 26 | 30 | 21 | 35 | 25/37 | 24 / 53 |
| Hispanic | 143 | 161 | 237 | 214 | 152/228 | 210 / 329 |
| Other/Not Specified | 66 | 47 | 45 | 34 | 46/60 | 37 / 65 |
| White | 1047 | 1159 | 1131 | 980 | 1039/ 1303 | 1160 / 1527 |
|  |  |  |  |  |  |  |
| Female | 1003 | 1134 | 1137 | 1020 | 976/1255 | 1135 / 1550 |
| Male | 279 | 263 | 297 | 243 | 286/373 | 296 / 424 |
| Total | 1282 | 1397 | 1434 | 1615 | 1262/1866 | **1431 / 1974** |

1 Data from COE 2010-11 Certification Report

2 Duplicated headcounts; a candidate may take and pass multiple tests (i.e., both the

academic content and the pedagogy exams.

**Graduate and Undergraduate**

**Candidate Evaluation of Course 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **College** | **Fall 2005** | **Fall 2006** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** |
| Agriculture | 4.23 2 | 4.22 | 4.14 | 4.31 | 4.25 | 4.32 | 4.34 |
| Architecture | 4.08 | 4.10 | 4.12 | 4.17 | 4.15 | 4.12 | 4.28 |
| A & S | 4.11 | 4.12 | 4.14 | 4.17 | 4.17 | 4.21 | 4.20 |
| Business | 4.09 | 4.15 | 4.11 | 4.20 | 4.25 | 4.30 | 4.22 |
| Education 3 | 4.37 (1) | 4.37 (2) | 4.36 (2) | 4.35 (2) | 4.39 (1) | 4.32 (2) | 4.35 (2) |
| C&I | 4.36 | 4.38 | 4.35 | 4.33 | 4.35 | 4.42 | 4.32 |
| EP&L | 4.39 | 4.33 | 4.39 | 4.40 | 4.48 | 4.18 | 4.43 |
| Engineering | 4.04 | 4.04 | 4.01 | 4.01 | 4.01 | 3.97 | 4.09 |
| Honors | 4.46 | 4.30 | 4.47 | 4.45 | 4.53 | 4.23 | 4.19 |
| Human Sciences | 4.15 | 4.22 | 4.22 | 4.23 | 4.28 | 4.26 | 4.29 |
| Inter-disciplinary | 3.92 | 3.93 | 4.11 | 4.09 | 4.19 | 4.38 | 4.25 |
| Law | 4.36 | 4.37 | 4.37 | 4.48 | 4.45 | 4.44 | 4.42 |
| Mass Comm. | 4.16 | 4.27 | 4.30 | 4.30 | 4.25 | 4.32 | 4.31 |
| V & P A | 4.32 | 4.43 | 4.45 | 4.43 | 4.33 | 4.36 | 4.42 |
| TTU Mean | 4.19 | 4.21 | 4.18 | 4.21 | 4.21 | 4.23 | 4.24 |

1 TTU Data [Warehouse/Course Instructor Evaluations](http://www.irim.ttu.edu/DATAWHSE/evalrouter.asp)/Common Reports/ IREVL 112

Summary by College

2 From the TTU End-of-Semester Course/Instructor Evaluation. Question #11: “Overall this

course was a valuable learning experience.”

3 COE ranking among TTU traditional colleges (excluding Honors, Inter-disciplinary, and Law)

**University End of Semester**

**Instructor and Course Evaluation 1**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term** | **1. Overall this instructor was effective** | | | | **11. Overall this course was a**  **valuable learning experience** | | | |
|  | C&I | EP&L | COE | TTU | C&I | EP&L | COE | TTU |
| Fall 2011 | 4.41 | 4.47 | 4.42 | 4.33 | 4.32 | 4.43 | 4.35 | 4.24 |
| Spring 2011 | 4.49 | 4.31 | 4.42 | 4.35 | 4.40 | 4.24 | 4.34 | 4.25 |
| Fall 2010 | 4.51 | 4.23 | 4.39 | 4.33 | 4.42 | 4.18 | 4.32 | 4.23 |
| Spring 2010 | 4.45 | 4.57 | 4.47 | 4.34 | 4.33 | 4.58 | 4.37 | 4.22 |
| Fall 2009 | 4.43 | 4.48 | 4.44 | 4.30 | 4.35 | 4.48 | 4.39 | 4.21 |
| Spring 2009 | 4.53 | 4.63 | 4.56 | 4.32 | 4.45 | 4.62 | 4.49 | 4.21 |
| Fall 2008 | 4.47 | 4.45 | 4.46 | 4.32 | 4.33 | 4.40 | 4.35 | 4.21 |

1 TTU Data [Warehouse/Course Instructor Evaluations](http://www.irim.ttu.edu/DATAWHSE/evalrouter.asp)/Common Reports

**Master’s Comprehensive Exam Pass Rate 1&2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 3** | **Fall** | | **Spring** | | **Summer** | |
|  | Pass | Fail | Pass | Fail | Pass | Fail |
| FY 2012 | 78 | 2 | NA 4 | NA | NA | NA |
| FY 2011 | 58 | 2 | 88 | 2 | 44 | 3 |
| FY 2010 | 48 | 2 | 67 | 3 | 38 | 1 |
| FY 2009 | 49 | 1 | 68 | 6 | 55 | 2 |
| FY 2008 | 43 | 0 | 60 | 0 | 60 | 0 |
| FY 2007 | 46 | 6 | 71 | 4 | 54 | 3 |

1 Data from the COE Graduate Office

2 Data disaggregated by program are [available online](http://sharepoint2010.itts.ttu.edu/EDUC/Education%20Archives/NCATE%202013/Stnd%201%20Candidates/Master%20Comps%20Pass-Fail%20f%2006-present.doc)

3 FY: Fiscal Year, e.g. FY 2012 is fall 2011, spring 2012, and summer 2012

4 NA; Not Available

Master’s Student End-of-Program Survey

As students enroll for the Master’s Comprehensive Exam, they complete this survey.

Indicate how adequately the College of Education prepared you to be proficient in the areas below.  Use the following scale.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1- Poor | 2- Fair | 3- Satisfactory | 4- Good | 5-Excellent |

1. Historical development in your major field

2. Philosophical development in your major field

3. Legal and ethical issues in your major field

4. Contemporary issues in your major field

5. Social and political issues in your major field

6. Curriculum and instruction theories

7. Child/adolescent development theories

8. Learning theories

9. Motivation theories

10. Research theories (e.g., research designs and measurement theories)

11. Special needs of children/students

12. Multi-cultural issues and perspectives

13. Quantitative research skills

14. Qualitative research skills

15. Identifying problem skills

16. Literature search skills

17. Development of measurement instruments skills

18. Oral communication skills

19. Professional writing skill

20. Personal skills

21. Problem-solving skills

22. Leadership skills

23. Your overall rating of your graduate education experience

24. Professors’ preparation and presentation of course material

25. Professors’ interest in students’ learning and development

26. Availability of professors when students need help

27. Supportiveness of professors for students’ academic needs

28. Supportiveness of professors for students’ non-academic needs

29. Assistance of professors in students’ future study and employment

30. Professors providing adequate advice in my academic pursuit

31. Student/faculty ratio for appropriate class sizes and interaction

Graduate Student Survey – 2006-2007

Graduate Student Survey – 2007-2008



Since students fill out the survey when registering for their comps, their graduating semesters may not be the same as the semester in which they complete the survey.

Graduate Student Survey – 2008-2009



Graduate Student Survey – 2009-2010

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Program | N | q1 | q2 | q3 | q4 | q5 | q6 | q7 | q8 | q9 | q10 | q11 | q12 | q13 | q14 | q15 | q16 | q17 | q18 | q19 | q20 | q21 | q22 | q23 | q24 | q25 | q26 | q27 | q28 | q29 | q30 | q31 |
| EDBL | 8 | 4.67 | 4.67 | 4.67 | 4.83 | 4.67 | 4.67 | 4.50 | 5.00 | 4.67 | 4.67 | 4.00 | 4.40 | 4.00 | 3.80 | 4.60 | 4.50 | 3.50 | 4.83 | 4.50 | 4.67 | 4.33 | 4.33 | 4.25 | 4.38 | 4.63 | 4.50 | 4.50 | 4.38 | 4.50 | 4.63 | 4.63 |
| EDCI | 12 | 4.17 | 4.33 | 4.18 | 4.33 | 4.33 | 4.50 | 4.42 | 4.42 | 4.17 | 4.42 | 3.83 | 4.17 | 3.92 | 4.08 | 4.00 | 4.25 | 4.00 | 4.25 | 4.08 | 4.33 | 4.17 | 4.33 | 4.33 | 4.42 | 4.17 | 4.17 | 4.08 | 3.92 | 3.92 | 4.08 | 4.17 |
| EDEC | 5 | 3.50 | 3.50 | 3.50 | 3.50 | 3.50 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 5.00 | 4.00 | 5.00 | 5.00 | 5.00 | 4.00 | 4.00 | 4.80 | 4.80 | 5.00 | 4.80 | 4.80 | 4.80 | 4.80 | 4.80 | 4.80 |
| EDEL | 38 | 4.00 | 4.14 | 4.06 | 4.47 | 4.39 | 4.50 | 4.33 | 4.39 | 4.00 | 4.25 | 3.56 | 4.17 | 3.97 | 4.03 | 4.14 | 4.44 | 3.94 | 4.14 | 4.17 | 4.36 | 4.22 | 4.31 | 4.37 | 4.50 | 4.50 | 4.26 | 4.45 | 4.18 | 4.45 | 4.42 | 4.61 |
| EDHE | 20 | 4.20 | 4.15 | 3.85 | 4.30 | 4.25 | 4.18 | 3.07 | 4.11 | 3.75 | 4.05 | 3.83 | 4.11 | 3.95 | 4.15 | 4.26 | 4.11 | 3.89 | 4.05 | 4.30 | 4.32 | 4.20 | 4.40 | 4.10 | 4.15 | 4.20 | 4.21 | 4.05 | 3.94 | 4.00 | 4.00 | 4.40 |
| EDIT | 22 | 4.68 | 4.71 | 4.73 | 4.76 | 4.59 | 4.77 | 4.30 | 4.76 | 4.67 | 4.52 | 4.15 | 4.09 | 4.09 | 4.30 | 4.52 | 4.35 | 4.41 | 3.95 | 4.52 | 4.48 | 4.68 | 4.45 | 4.59 | 4.64 | 4.86 | 4.77 | 4.77 | 4.68 | 4.59 | 4.68 | 4.77 |
| EDLD | 34 | 4.06 | 4.52 | 4.68 | 4.44 | 4.45 | 4.32 | 3.90 | 4.50 | 4.32 | 4.41 | 4.28 | 4.38 | 4.09 | 4.15 | 4.26 | 3.94 | 3.85 | 4.15 | 4.15 | 4.18 | 4.26 | 4.41 | 4.35 | 4.50 | 4.53 | 4.15 | 4.44 | 4.18 | 4.06 | 4.24 | 4.65 |
| EDLL | 13 | 4.62 | 4.69 | 4.62 | 4.83 | 4.50 | 4.77 | 4.77 | 4.77 | 4.85 | 4.69 | 4.67 | 4.77 | 4.08 | 4.46 | 4.77 | 4.85 | 3.92 | 4.69 | 4.62 | 4.85 | 4.62 | 4.54 | 4.92 | 4.85 | 4.85 | 4.77 | 4.85 | 4.85 | 4.31 | 4.62 | 4.77 |
| EDSE | 15 | 3.64 | 4.13 | 3.87 | 4.47 | 4.07 | 4.40 | 4.07 | 4.07 | 4.00 | 3.67 | 3.60 | 4.27 | 3.67 | 3.67 | 4.13 | 3.67 | 3.71 | 3.93 | 3.64 | 4.00 | 4.00 | 3.64 | 3.93 | 4.20 | 4.47 | 4.40 | 4.67 | 4.07 | 4.40 | 4.53 | 4.73 |
| EDSP | 88 | 4.61 | 4.66 | 4.68 | 4.68 | 4.66 | 4.70 | 4.69 | 4.65 | 4.58 | 4.51 | 4.80 | 4.69 | 4.34 | 4.38 | 4.67 | 4.48 | 4.51 | 4.45 | 4.66 | 4.67 | 4.64 | 4.59 | 4.73 | 4.70 | 4.70 | 4.65 | 4.72 | 4.56 | 4.55 | 4.64 | 4.66 |
| EPCE | 33 | 4.26 | 4.19 | 4.84 | 4.56 | 4.38 | 4.30 | 4.25 | 4.28 | 4.03 | 4.09 | 4.00 | 4.77 | 3.94 | 3.84 | 4.45 | 4.19 | 3.93 | 4.52 | 4.30 | 4.61 | 4.44 | 4.50 | 4.44 | 4.44 | 4.69 | 4.72 | 4.66 | 4.22 | 4.00 | 4.50 | 4.58 |
| EPSY | 6 | 3.20 | 3.83 | 4.17 | 4.17 | 3.67 | 4.00 | 4.33 | 4.83 | 4.83 | 4.50 | 3.60 | 4.17 | 4.00 | 3.33 | 4.00 | 4.00 | 4.33 | 4.00 | 3.67 | 4.00 | 4.33 | 3.83 | 4.33 | 4.17 | 4.00 | 4.33 | 4.50 | 3.50 | 3.67 | 4.00 | 4.67 |
| BLANK | 1 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 5.00 | 5.00 | 5.00 | 4.00 | 5.00 | 4.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Graduate Program Survey 2010-2011** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Program** | | **Count** | | **Q1** | | **Q2** | | **Q3** | | **Q4** | | **Q5** | | **Q6** | | **Q7** | | **Q8** | | **Q9** | | **Q10** | | **Q11** | | **Q12** | | **Q13** | | **Q14** | | **Q15** | | **Q16** |
| **EDBL** | | 17 | | 4.588 | | 4.813 | | 4.875 | | 4.813 | | 4.938 | | 4.875 | | 4.75 | | 4.875 | | 4.5 | | 4.813 | | 4.563 | | 4.688 | | 4.563 | | 4.625 | | 4.875 | | 4.563 |
| **EDCI** | | 22 | | 3.94 | | 4.15 | | 3.84 | | 4.26 | | 4.05 | | 4.31 | | 3.842 | | 4.105 | | 3.737 | | 3.842 | | 3.579 | | 4 | | 3.824 | | 4.111 | | 4 | | 3.947 |
| **EDEC** | | 6 | | 3.75 | | 3.75 | | 3.5 | | 3.75 | | 4.25 | | 3.75 | | 4 | | 4.5 | | 5 | | 4.333 | | 4.667 | | 4.667 | | 5 | | 5 | | 5 | | 5 |
| **EDEL** | | 47 | | 3.846 | | 3.949 | | 3.854 | | 4.125 | | 4.025 | | 4.419 | | 4.14 | | 4.349 | | 4.095 | | 4 | | 3.628 | | 4.116 | | 3.786 | | 3.854 | | 4.024 | | 4.452 |
| **EDHE** | | 25 | | 4.458 | | 4.273 | | 4.727 | | 4.375 | | 4.333 | | 4.263 | | 3.933 | | 4.35 | | 4.056 | | 4.043 | | 3.2 | | 4.143 | | 3.913 | | 4.217 | | 4.238 | | 4.136 |
| **EDIT** | | 35 | | 4.269 | | 4.185 | | 4.107 | | 4.423 | | 4 | | 4.643 | | 4.042 | | 4.593 | | 4.32 | | 4.4 | | 3.429 | | 3.962 | | 4 | | 4 | | 4.407 | | 3.96 |
| **EDLD** | | 25 | | 4.318 | | 4.545 | | 4.591 | | 4.591 | | 4.545 | | 4.429 | | 4.238 | | 4.381 | | 4.381 | | 4.3 | | 4.3 | | 4.7 | | 4.35 | | 4.45 | | 4.4 | | 4.429 |
| **EDLL** | | 24 | | 4.211 | | 4.421 | | 4.056 | | 4.842 | | 4.368 | | 4.632 | | 4.526 | | 4.737 | | 4.474 | | 4.526 | | 4.211 | | 4.316 | | 3.842 | | 4.105 | | 4.526 | | 4.632 |
| **EDSE** | | 22 | | 4.3 | | 4.632 | | 4.556 | | 4.619 | | 4.65 | | 4.762 | | 4.389 | | 4.474 | | 4.474 | | 4.5 | | 4.316 | | 4.421 | | 4.4 | | 4.4 | | 4.45 | | 4.444 |
| **EDSP** | | 111 | | 4.471 | | 4.549 | | 4.475 | | 4.54 | | 4.373 | | 4.584 | | 4.515 | | 4.54 | | 4.404 | | 4.439 | | 4.72 | | 4.485 | | 4.394 | | 4.374 | | 4.418 | | 4.35 |
| **EPCE** | | 20 | | 4.158 | | 4.263 | | 4.889 | | 4.444 | | 4.278 | | 4.286 | | 3.944 | | 4.125 | | 4.063 | | 3.722 | | 3.529 | | 4.556 | | 3.529 | | 3.389 | | 4.056 | | 3.882 |
| **EPSY** | | 4 | | 4.5 | | 4 | | 3.667 | | 4 | | 4.25 | | 4 | | 4.25 | | 4.75 | | 5 | | 4.5 | | 3.5 | | 4.25 | | 4.333 | | 4.75 | | 3.5 | | 4.25 |
| **BLANK** | | 6 | | 4.5 | | 4.5 | | 4.5 | | 4.5 | | 4.5 | | 4 | | 4 | | 4 | | 4 | | 4.5 | | 4.5 | | 4.5 | | 4.5 | | 4.5 | | 4.5 | | 4.5 |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| **Program** | **Count** | | **Q17** | | **Q18** | | **Q19** | | **Q20** | | **Q21** | | **Q22** | | **Q23** | | **Q24** | | **Q25** | | **Q26** | | **Q27** | | **Q28** | | **Q29** | | **Q30** | | **Q31** | |
| **EDBL** | 17 | | 4.667 | | 4.813 | | 4.625 | | 4.813 | | 4.867 | | 4.733 | | 4.875 | | 4.875 | | 4.867 | | 4.875 | | 4.875 | | 4.875 | | 4.938 | | 4.875 | | 4.875 | |
| **EDCI** | 22 | | 3.684 | | 4.105 | | 3.947 | | 4.111 | | 4.111 | | 4.278 | | 4.421 | | 4.421 | | 4.526 | | 4.684 | | 4.632 | | 4.647 | | 4.316 | | 4.421 | | 4.737 | |
| **EDEC** | 6 | | 5 | | 5 | | 5 | | 5 | | 5 | | 5 | | 5 | | 5 | | 4.667 | | 5 | | 5 | | 4.667 | | 5 | | 5 | | 5 | |
| **EDEL** | 47 | | 4 | | 4.279 | | 4.167 | | 4.349 | | 4.302 | | 4.279 | | 4.465 | | 4.405 | | 4.548 | | 4.405 | | 4.476 | | 4.357 | | 4.282 | | 4.452 | | 4.548 | |
| **EDHE** | 25 | | 3.857 | | 4.091 | | 4.174 | | 4.261 | | 4.333 | | 4.417 | | 4.083 | | 4 | | 4.208 | | 4.333 | | 4.333 | | 4.043 | | 3.913 | | 4.208 | | 4.583 | |
| **EDIT** | 35 | | 4.174 | | 4.042 | | 4.346 | | 4.192 | | 4.5 | | 4.577 | | 4.767 | | 4.667 | | 4.567 | | 4.433 | | 4.552 | | 4.346 | | 4.2 | | 4.241 | | 4.517 | |
| **EDLD** | 25 | | 4.3 | | 4.476 | | 4.571 | | 4.429 | | 4.381 | | 4.667 | | 4.667 | | 4.286 | | 4.667 | | 4.571 | | 4.571 | | 4.524 | | 4.55 | | 4.524 | | 4.762 | |
| **EDLL** | 24 | | 3.737 | | 4.579 | | 4.579 | | 4.737 | | 4.632 | | 4.526 | | 4.789 | | 4.737 | | 4.789 | | 4.632 | | 4.737 | | 4.737 | | 4.556 | | 4.789 | | 4.947 | |
| **EDSE** | 22 | | 4.222 | | 4.421 | | 4.632 | | 4.5 | | 4.4 | | 4.35 | | 4.619 | | 4.714 | | 4.667 | | 4.8 | | 4.85 | | 4.75 | | 4.571 | | 4.7 | | 4.7 | |
| **EDSP** | 111 | | 4.327 | | 4.295 | | 4.465 | | 4.406 | | 4.438 | | 4.358 | | 4.576 | | 4.541 | | 4.616 | | 4.56 | | 4.633 | | 4.505 | | 4.412 | | 4.526 | | 4.556 | |
| **EPCE** | 20 | | 3.533 | | 4.5 | | 4.222 | | 4.444 | | 4.333 | | 4.222 | | 4.333 | | 4.389 | | 4.722 | | 4.778 | | 4.889 | | 4.667 | | 4.278 | | 4.611 | | 4.833 | |
| **EPSY** | 4 | | 4.25 | | 4 | | 4.25 | | 3.5 | | 4 | | 4 | | 4.75 | | 4.5 | | 4.75 | | 4.5 | | 4.75 | | 3.667 | | 4 | | 4.25 | | 4.75 | |
| **BLANK** | 6 | | 4 | | 4 | | 4 | | 4 | | 4 | | 4.5 | | 4.5 | | 4 | | 4.5 | | 4.5 | | 4.5 | | 4.5 | | 4 | | 4 | | 4.5 | |
|  |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |

## Key Performance Indicators

NA: data not available or not applicable; TBD: to be determined

| **GOALS** | **2008** | **2009** | **2010** | **2011** | **2012** | **2015 Target** | **2020**  **Target** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Priority 1 - Increase Enrollment and**  **Promote Student Success** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| TTU Total Fall Enrollment 1 | 28,422 | 30,097 | 31,587 | 32,327 |  | 35,131 | 40,000 |
| COE Total Fall enrollment | 1516 | 1658 | 1836 | 1,858 |  | 1,874 | 2,134 |
| TTU Transfers from Texas 2-year Colleges  w/at least 30 Credit Hours |  | 5,189 | 5,612 | 5499 |  | 6,500 | 7,500 |
| COE Transfers from Texas 2-year Colleges  w/at least 30 Credit Hours | NA | NA | 138 | 115 |  | 160 | 184 |
| TTU Total Fall Graduate Enrollment  (% of Total Enrollment) | 5,315  (18.70%) | 5,813  (19.30%) | 6,166  (19.52%) | 6,265  (19.38%) |  | 7,729  (22.00%) | 10,320  (25.00%) |
| COE Total Fall Graduate Enrollment  (% of Total Enrollment) | 902  (59.5%) | 927  (55.9%) | 1041  (56.7%) | 1064  (57.3%) |  | TBD | TBD |
| TTU Total Students Classified as Freshmen (fall) | 5,845 | 6,264 | 6,472 | 6,540 |  | 6,954 | 7,073 |
| COE Total Students Classified as Freshmen (fall) | 120 | 144 | 127 | 151 |  | 143 | 145 |
| TTU One-year Retention Rate | 80.1% | 80.8% | 80.80% | 81.40% |  | 83% | 85% |
| COE One-year retention rate |  |  | 82.47% | 88.64% |  | 83% | 85% |
| TTU Two-year Retention Rate | 72.3% | 69.2% | 69.20% | 70.00% |  | 71.40% | 73.20% |
| COE Two-year Retention Rate |  |  | 75.00% | 73.20% |  | 71.40% | 73.20% |
| TTU Four-year Graduation Rate | 36.99% | 35.3% | 36.70% | 32.80% |  | 33.50% | 34.30% |
| COE Four-year Graduation Rate |  |  | 39.22% | 50.96% |  | 33.50% | 34.30% |
| TTU Six-year Graduation Rate | 57.40% | 60.20% | 62.60% | 61.40% |  | 63.60% | 64.20% |
| COE Six-year Graduation Rate |  |  | 62.12% | 76.00% |  | 63.60% | 64.20% |
| TTU Total Degrees Awarded (FY) | 6328 | 5901 | 6,151 | 6,369 |  | 7907 | 9000 |
| COE Total Degrees Awarded (FY) | 297 | 312 | 334 | 407 |  | 370 | 421 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| TTU Freshman Class Demonstrating Progress Toward Closing the Gaps % of New Fall Freshmen  African-American  Hispanic  Asian |  | 4.1%  12.9%  3.0% | 4.70%  14.10%  5.00% | 6.07%  19.55%  2.98% |  | Avg. for  Region I  High School  Grads TBD | Avg. for  Region I  High School  Grads TBD |
| COE Freshman Class Demonstrating Progress Toward Closing the Gaps % of New Fall Freshmen  African-American  Hispanic  Asian | NA | NA | 91 new  Freshmen  7.7%  16.5%  1.1% | 106 new  freshmen  2.8%  12.3%  0.9% |  | Avg. for  Region I  High School  Grads TBD | Avg. for  Region I  High School  Grads TBD |
| TTU Freshmen in Top 25% of High School Class – Must be ≥50% (THECB) | NA | 52.86% | 52.20% | 56.4% |  | 52.50% | 55.00% |
| COE Freshmen in Top 25% of High School Class – Must be ≥50% (THECB) | NA | NA | 45.05% | 56.6% |  | 52.50% | 55.00% |
| TTU Freshman Class in 75th Percentile  – Must have ACT/SAT of 26/1210 (THECB) | NA | 26/1200 | 26/1190 | 27/1200 |  | 27/1220 | 28/1230 |
| COE Freshman Class in 75th Percentile  – Must have ACT/SAT of 26/1210 (THECB) | NA | NA | SAT (10)  ACT (5) | SAT (5)  ACT (14) |  | 27/1220 | 28/1230 |
|  |  |  |  |  |  |  |  |
| **Other COE Possible Goals (to be developed)** |  |  |  |  |  |  |  |
| Certification Enrollments and Certificates Issued |  |  |  |  |  |  |  |
| Distance Delivered Enrollments |  |  |  |  |  |  |  |
| Degree & Certificate Student Diversity |  |  |  |  |  |  |  |
| TAP Data (having 3 by end) |  |  |  |  |  |  |  |
| TRIPOD DATA (positive evaluations from students of teacher candidates) |  |  |  |  |  |  |  |
| Survey of 1st Year Teachers by Self |  |  |  |  |  |  |  |
| Survey of 1st Year Teachers by Principals |  |  |  |  |  |  |  |
| End of program survey % of studs prepared to teach |  |  |  |  |  |  |  |
| Measure of technology competence |  |  |  |  |  |  |  |

1 TTU data taken from the [TTU 2010-2020 Strategic Plan, 2011 Report](http://www.ttu.edu/stratplan/docs/2011-stratplan.pdf)

## **Accomplishments**

New for 2011

* *Trademark Program Outcomes*: Every college program (including all associated courses and experiences) has been comprehensively reviewed by faculty and college leadership with the charge of creating higher-order (beyond informational), “trademark” program outcomes (i.e., skill and product competencies). Potential employers assisted in determining distinctive competencies in ALL programs, undergraduate to doctoral.
* *Competency-Based Educator Preparation Programs*: An example of the trademark outcome program work, the teacher (i.e., Tech Teach) and principal certification programs are being reformed to include school district immersion and competency-based preparation, including signature technology applications. The reformed program began a pilot phase in fall 2011.
* *Teachscape Technology*: Teachscape, a major technological innovation was introduced to support analysis of teacher preparation clinical experiences. The technology will be used in all certification programs.
* *Technology Reform Plans*: All academic programs have submitted plans for improving distance delivery. Many faculty members have completed Quality Matters training in 2011-2012 as well as professional development to learn about Lync and other new desktop conferencing solutions. The technology reform plans are being reviewed and then resourced the 2012 summer to provide support and a timeline for growing the number and percentage of students learning at a distance.

Continuing into 2011

* *Regional Programs*: Hill Country and Dallas-area programs continue to recruit new students, specifically for the English as a Second Language/Bilingual Education needs areas. The future will bring a significant increase in recruitment efforts and program availability in the DFW Metroplex.
* *Diversity Recruitment*: The Virginia Sowell Center for Research and Education in Sensory Disabilities has received extensive funding to support graduate students. Due to the nature of the programs, some students have disabilities, which diversify the college’s student population. CISER continues to collaborate with the NIH Bridges Program Society for the Advancement of Chicanos and Native Americans in Science to provide undergraduate research training.

## Analysis and Comments

The College of Education believes that the major means of increasing enrollment and promoting student success during an era of mass enrollment in online lecture-based programs is to attract students to high quality programs that foster masterful skills and outcome-producing competencies sought by the marketplace. In addition, we believe that the same high-quality, trademark-outcome-producing programs can be made accessible through distance delivery for location-bound students. The college’s goal is to produce “trademark” graduates with distinctive skills and outcome-producing capacities that address stated market needs, with appropriate distance access.

Several of the current Big Nine reforms in the college are directed to that end.

* Every COE program (including all the courses and experiences within) will be comprehensively reviewed by faculty with the charge of targeting higher-order outcomes, Potential employers will assist in determining valued competencies.
* Functional and easily accessed databases will be made available to faculty and staff members who will be expected to use candidate progress data formatively to modify and adjust instruction and programmatic experiences.
* Reform all COE Teacher Education Programs to include school district immersion and competency-based preparation, including signature technology applications.
* Develop Global Exemplar School pilots that lead to collaborations fostering P-12 school and student success, including community-based initiatives to foster college and career readiness.

One result of reform efforts in the College of Education is the development of a new model for undergraduate teacher education, Tech Teach. Within the education profession there is increased interest in competency-based learning, which targets the evaluation and shaping of holistic, skillful performances. This then is the basis of “Tech*T*each,” a competency-based teacher education preparation program, described as follows:

**Tech*T*each**

Highlights of Tech*T*each, a Revised Teacher Education Program (TEP)

* Builds on past TTU innovations, such as work in Professional Development Schools.
* Incorporates clinically intensive, competency-based, full-year student teaching.
* Includes aggressive data collection to document pre-service teacher (PST), student teacher (ST) and graduate impact on P-12 student learning.
* Integrates multiple, course-imbedded performance-based assessments each semester for pre-service and student teachers.

Expected Outcomes

* Pre-service teachers and student teachers will contribute to P-12 student learning gains. After two years of teaching, Tech*T*each graduates will perform above school districts’ average for P-12 student gains.
* Tech*T*each pre-service teachers and student teachers will be a desired asset to campus administrators and mentor teachers, enhancing the academic success of students on those campuses.

Program Structure

* Program faculty will teach courses on P-12 campuses and have access to classrooms of mentor teachers.
* Coursework will include a specific set of teaching competencies linked to the *Teacher Advancement Program* (TAP) rubric.
* Faculty members will teach for development of PST’s clinical mastery of key concepts and competencies.
* Student teaching will be extended to a full-year and will be absorbed into the current length of the preparation program.
* Student teaching will begin in August and extend until May to allow participation in the complete school year (or start in January and end in December).
* Student teaching will be based on a “co-teaching” model, with training at the beginning of the semester to be conducted by the “site coordinator.”
* Student teachers’ competency will be evaluated with the TAP rubric six times in the two semester student teaching experience. (Teacher candidates/student teachers receive competency-based shaping feedback with three pre-conference/observation/post-conference [POP] cycles per semester using the TAP instructional rubric.)

There is also great concern about meeting the state’s requirement for teachers in high needs areas of mathematics, science, special education, limited English proficient (bilingual and English as a second language), and languages other than English (LOTE). Following are an overview of goals, strategies to achieve the goals, progress made, and lessons learned.

**Title II Annual Goals in High Needs Areas 1**

**Traditional, Undergraduate Program**

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher Shortage Area** | **2008-2009** | **2009-2010** | **2010-2011** |
| Math | Goal: 10% increase (77)  Goal Met: Y 18% increase (84) | Goal: 10% increase (92)  Goal Met: Y 35% increase (114) | Goal: 10% increase (125)  Goal Met: n 2% increase (116) |
| Science | Goal: 10% increase (66)  Goal Met: Y 12% increase (67) | Goal: 10% increase (74)  Goal Met: Y 28% increase (86) | Goal: 10% increase (94)  Goal Met: Y 10% increase (94) |
| Special Education | Goal: 10% increase (41)  Goal Met: Y 65% increase (61) | Goal: 10% increase (73)  Goal Met: N 3% increase (63)  \*Note the 65% increase for 2008 | Goal: 10% increase (69)  Goal Met: y 0% increase (63) |
| Instruction of limited English proficient students (Bilingual and ESL) | Goal: 10% increase (63)  Goal Met: Y 88% increase (111) | Goal: 10% increase (122)  Goal Met: Y 44% increase (160) | Goal: 10% increase (176)  Goal Met: y 55% increase (248) |
| LOTE | Goal: 10% increase (9)  Goal Met: Y 12% increase (9) | Goal: 10% increase (10)  Goal Met: Y 70% increase (17) | Goal: 10% increase (19)  Goal Met: Y 18% increase (20) |

1 2010-2011 Certification Report, Based on fall enrollments

**Post Baccalaureate Program**

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher Shortage Area** | **2008-2009** | **2009-2010** | **2010-2011** |
| Math | Goal: 10% increase (16)  Goal Met: Y 20% increase (18) | Goal: 10% increase (14)  Goal Met: Y 92% increase (25) | Goal: 10% increase (28)  Goal Met: Y 28% increase (32) |
| Science | Goal: 10% increase (27)  Goal Met: n | Goal: 10% increase (16)  Goal Met: Y 50% increase (21) | Goal: 10% increase (23)  Goal Met: n 20% decrease (17) |
| Special Education | Goal: 10% increase (141)  Goal Met: Y 11% increase (174) | Goal: 10% increase (155)  Goal Met: y 16% increase (174) | Goal: 10% increase (191)  Goal Met: n 20% increase (139) |
| Instruction of limited English proficient students (Bilingual and ESL) | Goal: 10% increase (13)  Goal Met: Y 92% increase (23) | Goal: 10% increase (24)  Goal Met: n decrease of 1 candidate (22)  \*\*Note last year’s increase of 92% | Goal: 10% increase (24)  Goal Met: n 0% increase (22) |
| LOTE | Goal: 10% increase (14)  Goal Met: N | Goal: 10% increase (7)  Goal Met: Y 66% increase (10) | Goal: 10% increase (11)  Goal Met: Y 60% increase (16) |

**Key Strategies (Math and Science):**

1. New certification specialties in elementary Math/Science and secondary Mathematics,

Physical Science and Engineering.

2. Offering more options for the middle level certificate in math and science areas.

3. Continued and new scholarships through the Howard Hughes Science Education

Scholar Program and the Texas Tech Noyce Scholars Program.

4. Advertising and promoting the federal funded TEACH grant and signing bonuses

offered by school districts for teachers of math and science.

**Description of steps to improve performance in meeting goal or lessons**

**learned in meeting goal:**

Lessons learned: Scholarships are critical to increasing enrollment in this high need area.

Collaboration with the content-area faculty across the university is important.

**Key Strategies (ESL/Bilingual):**

1) Initiated certification programs in the Hill Country and Dallas (effective Fall 2009)

2) Established close partnerships with community college transfer

3) TTU faculty members have developed content-specific strategies to work with ESL students, grounded in discipline.

4) Advertising and promoting the federal funded TEACH grant and signing bonuses offered by school districts.

**Lessons learned:**

Scholarships are critical to increasing enrollment in this high need area. Collaboration with the content-area faculty across the university is important.

Appropriate advisement about the high-needs teaching fields makes a difference. Many districts are requiring ESL certification of their teachers.

Strategic Priority 2 Strengthen Academic Quality and Reputation: Recruit and retain high quality, diverse, and productive faculty and staff, who can enhance our teaching excellence and grow our number of nationally recognized programs. Continue to utilize and improve state and nationally recognized certification and degree programs, including international education ones.

The College believes that strong academic programs and earned reputation come from not only hiring exemplary faculty, but also from well-designed, well-implemented academic programs with targeted graduate outcomes. Further, these outcomes should be continuously measured, both formatively and summatively, and monitored by faculty and leadership to keep a focus on results, refinement, and an ongoing upgrading of programming. It is the College of Education’s goal to lead a national higher education initiative to measure graduate effectiveness and impact.

Objective 2.1: Recruit and retain a high quality, diverse, and productive faculty.

**College of Education 1**

**Faculty Demographics**

**Fall 2011**

|  |  |
| --- | --- |
| **Demographics** | **Total 2** |
| Asian | 5 |
| Black | 8 |
| Hispanic | 11 |
| Other | 0 |
| White | 65 |
|  |  |
| Female | 60 |
| Male | 29 |
|  |  |
| Full | 15 |
| Associate | 30 |
| Assistant | 23 |
| Instructor | 17 |
| Other | 4 |
|  |  |
| Tenured | 44 |
| Tenure-Track | 26 |
| Not Tenured | 18 |
| Not reported | 1 |
|  |  |
| Total | 89 3 |

1 IR Data Warehouse

2 Includes visiting professors and instructors

3 24/89 =27% faculty of color

and 67% females.

**College of Education**

**Faculty Tenured/Tenure-Track 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Tenure Track** | **Tenured** | **Total** |
| 2011-2012 | 26 | 44 | 70 |
| 2010-11 | 32 | 39 | 71 |
| 2009-10 | 28 | 42 | 70 |
| 2008-09 | 33 | 31 | 64 |
| 2007-08 | 29 | 33 | 62 |
| 2006-07 | 32 | 30 | 62 |
| 2005-06 | 25 | 32 | 57 |

1 Data Warehouse

**New Faculty Hires**

**Fall 2003 to Fall 2011 1**

| **New Faculty 2 & 3** | **Gender** | **Ethnicity 4** | **Current**  **Status** |
| --- | --- | --- | --- |
| TOTALS  2003/04 through 2011/12  (Beginning 2003 there was a major initiative to diversify faculty and staff.) | Female 47  Male 24  71  Female  47/71 66%  Male  24/71 34% | African-  American 5  Hispanic 9  Other 11  White 46  71  Underrepresented Populations  25/71 35%  White  46/71 65% | As of fall 2011, 21 faculty members have resigned.  50/71 (71%) have been retained since 2003-04. |

1 Data from the Dean’s Office records

2 Faculty includes instructors and visiting professors.

3 Faculty members who appear twice (e.g. a visiting professor who later becomes an assistant professor are counted only once. 4 State of Texas designations

**Texas Tech University**

**Faculty FTE and Tenured Comparisons**

**Fall 2011 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Faculty**  **FTE 2** | **Head**  **Count** | **Tenured**  **FTE** | **Tenured**  **FTE %** | **Tenured &**  **Tenured-Track FTE** | **Tenured &**  **Tenured-Track FTE %** |
| Agriculture | 85.06 | |  | | --- | | 99 | | 44.10 | 51.85% | 70.67 | 83.08% |
| Architecture | 39.25 | 44 | 17.50 | 44.59% | 25.00 | 63.69% |
| Arts & Sciences | 477.55 | 519 | 275.88 | 57.77% | 379.66 | 79.50% |
| Business Administration | 99.75 | 107 | 43.65 | 43.76% | 60.19 | 60.34% |
| Education 2 | 105.86 | 140 | 40.50 | 38.26% | 67.01 | 63.30% |
| Education 3 | 114.11 | 157 | 40.50 | 35.49% | 67.01 | 58.72% |
| Engineering | 144.92 | 155 | 86.75 | 59.86% | 128.75 | 88.84% |
| Honors College | 7.04 | 9 | 4.84 | 68.75% | 7.04 | 100.00% |
| Human Sciences | 86.46 | 102 | 34.09 | 39.43% | 63.05 | 72.92% |
| Graduate School | 30.11 | 49 | 0.00 | 0.00% | 1.00 | 3.32% |
| Interdisciplinary | 1.00 | 1 | 16.85 | 1685.00% | 21.14 | 2114.00% |
| Law | 32.09 | 36 | 22.07 | 68.78% | 26.32 | 82.02% |
| Mass Communications | 30.04 | 34 | 9.01 | 29.99% | 24.01 | 79.93% |
| Visual & Performing Arts | 105.27 | 116 | 64.66 | 61.42% | 89.66 | 85.17% |
| University Total: | 1,247.40 | 1,414 | 659.90 | 52.90% | 963.50 | 77.24% |

1 Institutional Research and Information Management

2 Faculty FTE excludes TAs and GPTIs

3 Education Teaching Staff FTE includes TAs and GPTIs

**College of Education**

**Faculty FTE and Tenured Comparisons 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Fall Semester** | **Faculty**  **FTE 2** | **Head**  **Count** | **Tenured**  **FTE** | **Tenured**  **FTE %** | **Tenured &**  **Tenured-Track FTE** | **Tenured &**  **Tenured-Track FTE %** |
| Excluding TAs & GPTIs |  |  |  |  |  |  |
| 2007 | 98.20 | 130 | 28.02 | 28.53% | 59.02 | 60.10% |
| 2008 | 103.99 | 138 | 36.93 | 35.51% | 65.93 | 63.40% |
| 2009 | 106.49 | 137 | 37.50 | 35.21% | 63.13 | 59.28% |
| 2010 | 99.01 | 127 | 38.77 | 39.16% | 64.83 | 65.48% |
| 2011 | 105.86 | 140 | 40.50 | 38.26% | 67.01 | 63.30% |
|  |  |  |  |  |  |  |
| Including TAs  & GPTIs |  |  |  |  |  |  |
| 2007 | 105.45 | 143 | 28.02 | 26.57% | 59.02 | 55.97% |
| 2008 | 110.74 | 152 | 36.93 | 33.35% | 65.93 | 59.54% |
| 2009 | 114.24 | 155 | 37.50 | 32.83% | 63.13 | 55.26% |
| 2010 | 106.76 | 144 | 38.77 | 36.32% | 64.83 | 60.72% |
| 2011 | 114.11 | 157 | 40.50 | 35.49% | 67.01 | 58.72% |

1 Institutional Research and Information Management

**COE Faculty**

**Intellectual Contributions by Department**

**2011 1**

**(3-year data being developed)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Scholarly Productivity** | **C&I**  **(N=39)** | | | **EP&L**  **(N=61)** | | | **COE** | | |
|  | **Published** | **Accepted** | **Submitted** | **Published** | **Accepted** | **Submitted** | **Published** | **Accepted** | **Submitted** |
| Publications 2 |  |  |  |  |  |  |  |  |  |
| Books | 3 | 10 | 0 | 6 | 1 | 0 | 9 | 11 | 0 |
| Book Chapters | 17 | 11 | 0 | 34 | 10 | 9 | 51 | 21 | 9 |
| Refereed Articles | 27 | 20 | 41 | 90 | 33 | 38 | 117 | 53 | 79 |
| Other 3 | 10 | 5 | 11 | 23 | 27 | 30 | 33 | 32 | 41 |
| Total | 57 | 46 | 52 | 153 | 71 | 77 | 209 | 117 | 129 |
|  |  |  |  |  |  |  |  |  |  |
| Conference Proceedings 2 | 5 | 2 | 1 | 6 | 0 | 1 | 11 | 2 | 2 |
|  |  |  |  |  |  |  |  |  |  |
| Grants 4 |  |  |  |  |  |  |  |  |  |

1 Calendar Year, 1/1/11 to 12/31/11

2 Publications and presentations from Digital Measures data available from Elaina Cantrell in the Office of Planning and Assessment Faculty Report

(Multiple authors or presenters are each counted, GPTIs are included, “in preparation/revising to resubmit” not included)

3 Other includes non-refereed journal articles, monographs, etc.

4 Grant data are found in in the section on Strategic Priority 3, Expand and Enhance Research (note some data in this 2011 Report are for fiscal years, some for calendar years)

**University End of Semester**

**Student Evaluation of Instructor 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **College** | **Fall 2005** | **Fall 2006** | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** |
| Agriculture | 4.28 2 | 4.29 | 4.20 | 4.35 | 4.32 | 4.38 | 4.41 |
| Architecture | 4.09 | 4.11 | 4.14 | 4.16 | 4.13 | 4.10 | 4.23 |
| A & S | 4.27 | 4.27 | 4.28 | 4.30 | 4.29 | 4.32 | 4.33 |
| Business | 4.24 | 4.27 | 4.21 | 4.33 | 4.35 | 4.38 | 4.34 |
| Education 3 | 4.46 (1) | 4.47 (2) | 4.49 (2) | 4.46 (2) | 4.44 (1) | 4.39 (3) | 4.42 |
| C&I | 4.47 | 4.51 | 4.50 | 4.47 | 4.43 | 4.23 | 4.41 |
| EP&L | 4.44 | 4.34 | 4.45 | 4.45 | 4.48 | 4.51 | 4.47 |
| Engineering | 4.09 | 4.11 | 4.09 | 4.08 | 4.06 | 4.05 | 4.11 |
| Honors | 4.54 | 4.42 | 4.59 | 4.59 | 4.65 | 4.42 | 4.36 |
| Human Sciences | 4.23 | 4.27 | 4.29 | 4.32 | 4.35 | 4.35 | 4.34 |
| Inter-disciplinary | 4.16 | 4.25 | 4.44 | 4.38 | 4.44 | 4.55 | 4.46 |
| Law | 4.38 | 4.38 | 4.37 | 4.47 | 4.41 | 4.43 | 4.40 |
| Mass Comm. | 4.27 | 4.36 | 4.38 | 4.42 | 4.34 | 4.44 | 4.40 |
| V & P A | 4.40 | 4.52 | 4.51 | 4.50 | 4.40 | 4.45 | 4.49 |
| University | 4.28 | 4.31 | 4.28 | 4.32 | 4.30 | 4.33 | 4.33 |

1 TTU Data [Warehouse/Course Instructor Evaluations](http://www.irim.ttu.edu/DATAWHSE/evalrouter.asp)/Common Reports/ IREVL 112

Summary by College (includes both undergraduates and graduates)

2 From the TTU End-of-Semester Course/Instructor Evaluation. Question #1: “Overall this instructor was effective.”

3 COE rank among TTU traditional colleges (excluding Honors, Inter-disciplinary, and Law)

appears in parentheses.

**University End of Semester**

**Instructor and Course Evaluation 1**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term** | **1. Overall this instructor was effective** | | | | **11. Overall this course was a**  **valuable learning experience** | | | |
|  | C&I | EP&L | COE | TTU | C&I | EP&L | COE | TTU |
| Fall 2011 | 4.41 | 4.47 | 4.42 | 4.33 | 4.32 | 4.43 | 4.35 | 4.24 |
| Spring 2011 | 4.49 | 4.31 | 4.42 | 4.35 | 4.40 | 4.24 | 4.34 | 4.25 |
| Fall 2010 | 4.51 | 4.23 | 4.39 | 4.33 | 4.42 | 4.18 | 4.32 | 4.23 |
| Spring 2010 | 4.45 | 4.57 | 4.47 | 4.34 | 4.33 | 4.58 | 4.37 | 4.22 |
| Fall 2009 | 4.43 | 4.48 | 4.44 | 4.30 | 4.35 | 4.48 | 4.39 | 4.21 |
| Spring 2009 | 4.53 | 4.63 | 4.56 | 4.32 | 4.45 | 4.62 | 4.49 | 4.21 |
| Fall 2008 | 4.47 | 4.45 | 4.46 | 4.32 | 4.33 | 4.40 | 4.35 | 4.21 |

1 TTU Data [Warehouse/Course Instructor Evaluations](http://www.irim.ttu.edu/DATAWHSE/evalrouter.asp)/Common Reports (includes both undergraduates and graduates)

Objective 2.2: Recruit and retain a high quality, diverse, and productive staff.

**New Staff Hires 1**

| **New Staff** | **Gender** | **Ethnicity 2** | **Retention Rate** |
| --- | --- | --- | --- |
| TOTALS  2003/04 through 2010/11  (In 2003 there was a major initiative to diversify faculty and staff.) | Female 41  Male 9  50  Female  41/50 (82%)  Male  9/50 (18%) | African-  American 2  Hispanic 12  Other 1  White 35  50  Underrepresented  Populations 15/50 (30%)  White 35/50 (70%) | As of fall 2010, 22 staff members have resigned.  28/50 (56%) have been retained since 2003-04. |

1 COE Dean’s Office Data

2 State of Texas designations

Objective 2.3: Maintain high quality degree and certification programs

* The Education Unit at Texas Tech University has been continuously approved by the National Council for the Accreditation of Teacher Education (NCATE) since 1963.
* The Counselor Education Program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
* All bachelor, master’s, and doctoral degree programs are approved by The Higher Education Coordinating Board
* All 62 certification programs are approved by the State Board for Educator

**Initial Teacher Preparation Programs 1**

**Texas Tech University**

| **Program** | **Award Level** | **Agency Reviewing Programs 2** |
| --- | --- | --- |
| All Level (EC-12th Grades) |  |  |
| Art | Bachelor’s | NASAD |
| Art | Post-Bac | NASAD |
| Deaf & Hard of Hearing | Supplemental | CEC |
| Languages other than English - French | Bachelor’s | ACTFL |
| Languages other than English - French | Post-Bac | ACTFL |
| Languages other than English - German | Bachelor’s | ACTFL |
| Languages other than English - German | Post-Bac | ACTFL |
| Languages other than English - Spanish | Bachelor’s | ACTFL |
| Languages other than English - Spanish | Post-Bac | ACTFL |
| Music | Bachelor’s | NASM |
| Music | Post-Bac | NASM |
| Physical Education | Bachelor’s | NASPE |
| Physical Education | Post-Bac | NASPE |
| Special Education | Bachelor’s | CEC |
| Special Education | Post-Bac | CEC |
| Technology Applications | Post-Bac | ISTE |
| Theater | Bachelor’s | NAST |
| Theater | Post-Bac | NAST |
| Advanced Programs |  |  |
| Deafblindness | Master’s | CEC |
| Educational Diagnostician | Master’s | CEC |
| Educational Leadership, Principal | Master’s | ELCC |
| Educational Leadership, Superintendent | Master’s | ELCC |
| Generic Special Education | Master’s | CEC |
| Language Literacy Education | Master’s | IRA |
| Master Reading Teacher | Additional | IRA |
| Master Technology Teacher | Additional | ISTE |
| Orientation and Mobility | Master’s | CEC and AER |
| Professional Reading Specialist | Master’s | IRA |
| School Counselor | Master’s | CACREP |
| Teacher of Children with Visual Impairments | Post-Bac | CEC |
| Elementary |  |  |
| Bilingual generalist | Supplemental | NA |
| Elementary generalist | Bachelor’s | ACEI |
| Elementary generalist | Post-Bac | ACEI |
| English as a Second Language generalist | Supplemental | TESOL |
| Middle Level |  |  |
| English Lang. Arts, Reading & Social Studies | Bachelor’s | NMSA |
| English Lang. Arts Reading | Post-Bac | NMSA |
| Social Studies | Post-Bac | NMSA |
| Mathematics | Post-Bac | NMSA |
| Science | Post-Bac | NMSA |
| Mathematics & Science | Bachelor’s | NMSA |
| Secondary |  |  |
| Agricultural Food and Natural Resources | Bachelor’s | NA |
| Agricultural Food and Natural Resources | Post-Bac | NA |
| Dance 3 | Bachelor’s | AAHPERD |
| Dance 3 | Post-Bac | AAHPERD |
| English Language Arts, Reading | Bachelor’s | NCTE |
| English Language Arts, Reading | Post-Bac | NCTE |
| Family & Consumer Sciences | Bachelor’s | AACS |
| Family & Consumer Sciences | Post-Bac | AACS |
| History | Bachelor’s | NCSS |
| History | Post-Bac | NCSS |
| Journalism | Bachelor’s | NA |
| Journalism | Post-Bac | NA |
| Mathematics | Bachelor’s | NCTM |
| Mathematics | Post-Bac | NCTM |
| Science | Bachelor’s | NSTA |
| Science | Post-Bac | NSTA |
| Social Studies | Bachelor’s | NCSS |
| Social Studies | Post-Bac | NCSS |
| Speech | Bachelor’s | NA |
| Speech | Post-Bac | NA |

1 Program: A planned sequence of courses and experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings. Programs may lead to a degree, a recommendation for a state license, both, or neither (NCATE Glossary).

2 The associations reviewing programs are mostly the Specialized Professional Associations (SPA’s) as follow:

* AACS American Association of Family and Consumer Sciences
* AAHPERD American Alliance for Health, Physical Education, Recreation, and Dance
* AAHE American Association for Health Education
* ACTFL American Council on the Teaching of Foreign Languages
* ACEI Association for Childhood Education International
* CEC Council for Exceptional Children
* ELCC Educational Leadership Constituent Council
* IRA International Reading Association
* ISTE International Society for Technology in Education
* NASPE National Association for Sport and Physical Education
* NCSS National Council for the Social Studies
* NCTE National Council of Teachers of English
* NCTM National Council of Teachers of Mathematics
* NMSA National Middle School Association
* NSTA National Science Teachers Association
* TESOL Teachers of English to Speakers of Other Languages

However, some programs have been reviewed by other accrediting bodies as follows:

* AER Association for the Education and Rehabilitation of the Blind and Visually Impaired
* AAFCS American Association of Family and Consumer Sciences
* CACREP Council for Accreditation of Counseling and Related Educational Programs
* NASAD National Association of Schools of Art and Design
* NASM National Association of Schools of Music
* NAST National Association of Schools of Theatre

“NA” for “Not Applicable” is indicated for those programs not covered by either a SPA or another accrediting body.

3 Dance is seeking National Association of Schools of Dance (NASD) accreditation and will therefore not write an AAHPERD SPA Report.

## Key Performance Indicators

| **GOALS** | **2008** | **2009** | **2010** | **2011** | **2012** | **2015 Target** | **2020 Target** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Priority 2 - Strengthen Academic Quality**  **And Reputation** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| TTU Total Doctorates Awarded (annually) 1 | 221 2 | 201 | 243 | 265 |  | 280 | 320 |
| COE Total Doctorates Awarded (annually) | 45 2 | 32 | 31 | 44 |  | 57 | 65 |
| TTU Total Ph.Ds. Awarded (annually) | 184 | 169 | 215 | 232 |  | 250 | 300 |
| COE Total Ph.Ds. Awarded (annually) | 21 | 16 | 20 | 28 |  | 29 | 34 |
| TTU Faculty Receiving Nationally Recognized Awards | 4 | 6 | 6 | 1 |  | 11 | 15 |
| COE Faculty Receiving Nationally Recognized Awards | NA | NA | NA | NA |  | NA | NA |
| TTU Doctoral Programs w/ GRE scores Exceeding ETS Ave. | NA | NA | 30 | 24 |  | 25 | 40 |
| COE Doctoral Programs w/ GRE scores Exceeding ETS Ave. | NA | NA | TBD | TBD |  | TBD | TBD |
| TTU Master’s Graduation Rate |  | 71.00% | 67.60% | 70.10% |  | 75.00% | 80.00% |
| COE Master’s Graduation Rate | NA | NA | 80.82% | 73.85% |  | 75.00% | 80.00% |
| TTU Doctoral Graduation Rate | NA | 60.20% | 67.50% | 58.20% |  | 70.00% | 75.00% |
| COE Doctoral Graduation Rate | NA | NA | NA | NA |  | NA | NA |
| TTU Doctoral Time to Degree (Years) |  | 8 | < 8 | < 8 |  | 7.90 | 7.80 |
| COE Doctoral Time to Degree (Years) |  |  | 5.97 | 5.97 |  | 7.90 | 7.80 |
| TTU Percent of FTE Teaching Faculty Who  are Tenured/Tenure-track |  | 68.00% | 77.80% | 77.60% |  | 75.00% | 75.00% |
| COE Percent of FTE Teaching Faculty Who  are Tenured/Tenure-track |  |  | 77.65% | 75.82% |  | 75.00% | 75.00% |
| TTU Tenure/Tenure-track Faculty Teaching Lower Division Student Credit Hours |  | 34.30% | 34.60% | 34.81% |  | 35.00% | 35.00% |
| COE Tenure/Tenure-track Faculty Teaching Lower Division Student Credit Hours |  |  | 1.84% | 4.85% |  | 15% | 15% |
| TTU Student to Faculty Ratio |  | 21:1 | 23:1 | 24:1 |  | 21:1 | 20:1 |
| COE Student to Faculty Ratio |  |  | 16:1 | 15 : 1 |  | 21:1 | 20:1 |
| TTU % of Undergraduate Classes w/ 19 or Fewer Students |  | 22.00% | 22.00% | 24.20% |  | 25.00% | 25.00% |
| COE % of Undergraduate Classes w/ 19 or Fewer Students |  |  | 40.74% | 40.74% |  | 25.00% | 25.00% |
| TTU % of Undergraduate Classes w/ 50 or More Students |  | 22.10% | 22.20% | 24.00% |  | 25.00% | 25.00% |
| COE % of Undergraduate Classes w/ 50 or More Students |  |  | 3.7 % | 3.7 % |  | 25.00% | 25.00% |
|  |  |  |  |  |  |  |  |
| **Other COE Possible Goals (to be developed)** |  |  |  |  |  |  |  |
| % of programs with clinical immersion |  |  |  |  |  |  |  |
| % of programs with higher order student learning outcomes |  |  |  |  |  |  |  |

1 TTU data taken from the [TTU 2010-2020 Strategic Plan, 2011 Report](http://www.ttu.edu/stratplan/docs/2011-stratplan.pdf)

## Accomplishments

**New for 2011**

* *New Programs***:**
  + A College Student Counseling Certificate was approved by the state, and an innovative Distance Doctorate in Higher Education was initiated.
  + There were first cohorts of students in the distance-delivered Ed.D. in Higher Education and in the Ph.D. in School Psychology.
  + The Curriculum Studies and Teacher Education Program recruited and initiated the first cohort of students for an online Curriculum and Instruction Ph.D. program.
  + A first cohort of doctoral students in the Educational Leadership program was recruited through collaboration with Angelo State University.
  + A first cohort of over 20 students is being recruited for a blended Ph.D. in science education, which includes NASA Astronaut Joe Acaba.
  + A new Middle Level master’s program was approved by the College.
  + A proposal for a Ph.D. in Special Education is close to being approved by the state, and a proposal for Ph.D. in Instructional Technology is being developed.

**Continuing into 2011**

* *State and National Certification***:** All certification programs continue to be nationally and state approved.
* *Nationally Recognized “Low Incidence” Special Education Programs:* The Sowell Center has faculty members who are recognized as leaders in the fields of visual impairment, orientation and mobility, deaf/blindness, and deaf education.
* *CISER Supports Stem Teacher Education in The College:* The Center’s name was changed to the Center for the Integration of STEM Education and Research. The name change reflects the Center’s expansion to include students, P-12 teachers, and TTU faculty members from Agricultural Science, Mathematics, Engineering, and the physical and natural sciences. Susan Talkmitt and Gerald Skoog are working with faculty in the College to bolster the quality of teacher education with their experience with the highly respected Science Education Scholars program. Both are also serving on STEM faculty search committees in the College.

## Analysis and Comments

A goal of the College of Education is to recruit and retain high quality, diverse, and productive faculty and staff, who can enhance teaching excellence and grow the number of nationally recognized programs. The COE has made changes, such as the following, to support these goals.

* Functional Databases: Along with the creation of trademark program outcomes, functional and easily accessible databases are being developed for ALL programs (undergraduate to doctoral) so that candidate progress monitoring data may be used formatively to modify and adjust instruction.
* Linkage of University Data to College Outcome Databases: The University’s office of Information Technology is developing and/or restructuring numerous college databases to provide faculty with the ability to link a variety of student demographic variables (e.g., GPA, community college, courses taken) with the trademark outcome databases in the College. The current “Toolbox” categories include TEP (Teacher Education Program) Applications, Candidates, Finishers, Clinical Experiences, Certification Plans, and Settings.
* Increased Content-Area Criteria for Teacher Candidates: Undergraduate students are required to pass a practice test in the content areas in order to be admitted as a teacher candidate in the college. Tutorials are available for those students who need remediation. Teacher candidates must then pass the state certification exam in content areas before advancing into year-long student teaching.
* New Standards of Academe: The College standards of academe and the basis for merit pay are being revised to align with the college’s reform agenda. These reforms include research impact over count of proposals/awards, balanced emphasis on external funding, and individual faculty member accountability for a) program quality; b) student numbers; and c) the skill/product competencies of the graduates.

Strategic Priority 3 Expand and Enhance Research: Increase research productivity and funding for all areas of inquiry within the college.

Research and external funding is dramatically increasing in the College of Education and aligns with the national movement in education toward intervention-based research designed to measurably improve outcomes. The College fosters a team approach and strives to provide the resources necessary to maximize the impact of the research. The COE goal is to aggressively and strategically pursue external funding with a strong value-added research agenda.

Objective 3.1: Increase research productivity and funding.

**College of Education**

**Summary of Awards and Proposals 1**

| **Year 2** | **Amount Awarded** | **Number of Awards** | **F&A Amount 3** | **Number of Proposals** | **Total Requested** |
| --- | --- | --- | --- | --- | --- |
| 2010-2011 | $4,821,858.81 | 20.38 (22 ) 4 | $338,738.25 | 38.51 (42) 4 | $26,404,246.82 |
| 2009-2010 | $3,278,983.80 | 21.41 (17) | $159,152.85 | 26.06 (23) | $21,526,151.95 |
| 2008-2009 | $3,581,174.92 | 24.66 (22) | $186,938.65 | 27.84 (27) | $ 24,706,154.64 |
| 2007-2008 | $2,694,814.90 | 20.89 (27) | $82,674.85 | 26.68 (23) | $12,672,473.85 |
| 2006-2007 | $2,243,571.21 | 24.61 (23) | $63,339.90 | 25.75 (31) | $8,546,641.51 |
| 2005-2006 | $2,489,972.25 | 22.81 (24) | $87,824.70 | 15.91 (17) | $8,422,546.95 |
| 2004-2005 | $1,616,455.27 | 18.77 (25) | $50,279.45 | 27.26 (32) | $20,992,937.40 |

1 Office of Research Services (<http://www.ors.ttu.edu/Newors/newhome/home/trymain.html>)

2 Academic Year (e.g. 9/1/10 to 8/31/11) or Fiscal Year (e.g. FY 2011: 9/1/10 to 8/31/11)

3 F&A Amount: Facilities and Administrative Costs Recovery

4 Number in parentheses is the number of individuals (tenure track and non-tenure track) who made proposals or were given awards. Individual participation may vary from 2% to 100%.

Data disaggregated to the department, center, and individual levels are available in the COE Office of Accreditation and Assessment.

This table is also part of Strategic Priority 5, Increase and Maximize Resources.

**College of Education**

**(With Centers separated from Departments)**

**Summary of Awards and Proposals 1**

**For Calendar Year 2011**

| **Unit** | **Amount Awarded** | **Number of Awards** | **F&A Amount 2** | **Number of Proposals** | **Total Requested** |
| --- | --- | --- | --- | --- | --- |
| Department of Curriculum & Instruction | $497,994 | 1.99 | $57,809 | 13.30 | $6,488,798 |
| Department of Educational Psychology & Leadership | $787,925 | 3.35 | $98,549 | 11.91 | $6,291,562 |
| Burkhart Center for Autism | $421,364 | 3.00 | $22,012 | 4.15 | $2,669,778 |
| Center for Integration of Science Education and Research | --- | --- | --- | --- | --- |
| Center for Research in Leadership & Education | $656,738 | 1.90 | $33,639 | 2.90 | $5,257,036 |
| Center for Teacher Development & Research | $200,373 | 1.00 | $14,842 | 1.00 | $200,373 |
| Dean’s Office | --- | --- | --- | 2.32 | $2,479,781 |
| Sowell Center for Research and Education in Sensory Disabilities | $949,161 | 6.00 | $24,166 | 5.50 | $2,764,904 |
| College of Education Totals | $3,513,561 | 17.24 | $251,016 | 41.10 | $26,152,232 |

1 Office of Research Services

(Note data are for Calendar Year)

**TTU Colleges**

**Summary of Awards and Proposals 1**

**For Fiscal Year 2010-2011**

| **Unit** | **Tenure-Track**  **FTE Fall 2010** | **Amount Awarded** | **Number of Awards** | **F&A Amount** | **Number of Proposals** | **Total Requested** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| Agricultural Sciences & Natural Resources | 73.53 | $10,587,544.23 | 121.45 | $1,028,960.48 | 190.87 | $57,766,369.71 |
| Architecture | 24.02 |  |  |  | 1.50 | $730,980.50 |
| Arts & Sciences | 385.96 | $14,529,658.43 | 123.40 | $2,461,707.53 | 265.1 | $86,869,185.52 |
| Business | 64.78 | $309,958.17 | 3.36 | $63,330.83 | 4.03 | $551,238.50 |
| Education | 64.83 | $4,821,858.81 | 20.38 | $338,738.25 | 38.51 | $26,404,246.82 |
| Engineering | 126.76 | $15,276,955.29 | 166.04 | $3,027,753.68 | 320.4 | $128,417,973.81 |
| Graduate School | 2.50 |  |  |  |  |  |
| Health Sciences Center |  |  |  |  |  |  |
| Honors College | 7.02 |  |  |  | 0.2 | $433,081.40 |
| Human Sciences | 67.33 | $233,432.12 | 32.05 | $233,432.12 | 53.50 | $11,866,796.28 |
| Law | 29.07 | $1,406,531.00 | 11.25 | $31,979.00 | 11.0 | $9,834,280.17 |
| Mass Communications | 25.38 | $67,644.00 | 2.00 | $10,712.00 | 4.83 | $2,542,304.96 |
| University College | 0.00 | $219,216.80 | 2.45 | $30,740.30 | 5.2 | $1,446,692.09 |
| Visual & Performing Arts | 91.66 | $30,500.00 | 2.00 | $0.00 | 6.0 | $452,389.00 |

1 Office of Research Services

(Note data are for Fiscal Year 2011: 9/1/10 to 8/31/11)

**College of Education**

**(Centers separate from Departments)**

**Summary of Awards and Proposals 1**

| **Year** | **Unit** | **Amount Awarded** | **Number of Awards** | **F&A Amount 2** | **Number of Proposals** | **Total Requested** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| 2010-2011 |  |  |  |  |  |  |
|  | Department of Curriculum & Instruction | $1,335,196.11 | 3.78 | $119,200.65 | 11.11 | $5,328,504.54 |
|  | Department of Educational Psychology & Leadership | $1,895,316.70 | 5.60 | $155,870.60 | 12.73 | $9,008,833.27 |
|  | Burkhart Center for Autism | $224,980.00 | 3.00 | $26,168.00 | 4.37 | $2,893,230.47 |
|  | Center for Integration of Science Education and Research |  |  |  |  |  |
|  | Center for Research in Leadership & Education | $300,000.00 | 1.00 | $13,333.00 | 1.9 | $3,696,672.50 |
|  | Dean’s Office |  |  |  | 2.4 | $2,719,078.04 |
|  | Sowell Center for Research and Education in Sensory Disabilities | $1,066,366.00 | 7.00 | $24,166.00 | 6 | $2,757,928.00 |
|  | College of Education Totals | $4,821,858.81 | 20.38 | $338,738.25 | 38.51 | $26,404,246.82 |
|  |  |  |  |  |  |  |
| 2009-2010 |  |  |  |  |  |  |
|  | Department of Curriculum & Instruction | $396,789.05 | 1.06 | $29,162.94 | 5.97 | $13,716,893.08 |
|  | Department of Educational Psychology & Leadership | $1,408,824.03 | 11.21 | $86,925.63 | 13.94 | $5,390,558.87 |
|  | Center for Integration of Science Education and Research | $300,000.00 | 1.00 | 13,333.00 | 0.15 | $330,000.00 |
|  | Center for Research in Leadership & Education | -- | -- | -- | -- | -- |
|  | Dean’s Office | $169,670.72 | 2.14 | $5,047.28 | 2 | $100,000.00 |
|  | Sowell Center for Research and Education in Sensory Disabilities | $1,003,700.00 | 6.00 | $24,684.00 | 4 | $1,988,700.00 |
|  | College of Education Totals | $3,278,983.80 | 21.41 | $159,152.85 | 26.06 | $21,526,151.95 |
|  |  |  |  |  |  |  |
| 2008-2009 |  |  |  |  |  |  |
|  | Department of Curriculum & Instruction | $878,244.45 | 5.13 | $65,559.52 | 9.52 (12) | $21,586,834.73 |
|  | Department of Educational Psychology & Leadership | $930,716.53 | 5.20 | $73,225.71 | 9.32 (9) | $2,099,257.91 |
|  | Center for Integration of Science Education and Research | $51,000.00 | 1.00 | $0.00 | 1 | $51,000.00 |
|  | Center for Research in Leadership & Education | $300,000.00 | 1.00 | $13,333.00 | -- | -- |
|  | Dean’s Office | $115,000.00 | 3.00 | $0.00 | 3 | $115,000.00 |
|  | Sowell Center for Research and Education in Sensory Disabilities | $1,306,213.94 | 9.33 | $34,820.42 | 5 | $854,062.00 |
|  | College of Education Totals | $3,581,174.92 | 24.66 | $186,938.65 | 27.84 | $24,706,154.64 |
|  |  |  |  |  |  |  |
| 2007-2008 |  |  |  |  |  |  |
|  | Department of Curriculum & Instruction | $774,499.39 | 6.71 | $42,304.59 | 4.16 | $2,586,643.92 |
|  | Department of Educational Psychology & Leadership | $751,622.02 | 4.19 | $7,583.52 | 12.93 | $7,232,827.75 |
|  | Center for Integration of Science Education and Research | -- | -- | -- | 0.25 | $37,500.00 |
|  | Center for Research in Leadership & Education | $320,000.00 | 2.00 | $13,333.00 | 1 | $20,000.00 |
|  | Dean’s Office | $20,000.00 | 1.00 | $0.00 | 1.14 | $439,999.58 |
|  | College of Education 2 |  |  |  | 1.2 | $808,843.60 |
|  | Sowell Center for Research and Education in Sensory Disabilities | $828,693.49 | 6.99 | $19,453.74 | 6 | $1,546,659.00 |
|  | College of Education Totals | $2,694,814.90 | 20.89 | $82,674.85 | 26.68 | $12,672,473.85 |
|  |  |  |  |  |  |  |
| 2006-2007 |  |  |  |  |  |  |
|  | Department of Curriculum & Instruction | $460,561.41 | 7.48 | $15,844.75 | 10.16 | $4,032,215.03 |
|  | Department of Educational Psychology & Leadership | $482,668.29 | 7.57 | $10,086.90 | 8.81 | $1,801,207.48 |
|  | Center for Integration of Science Education and Research | $51,226.43 | 1.23 | $0.00 | 1 | $42,500.00 |
|  | Center for Research in Leadership & Education | $300,000.00 | 1.00 | $13,333.00 | 1 | $1,500,000.00 |
|  | Dean’s Office | -- | -- | -- | 0.28 | $42,000.00 |
|  | Sowell Center for Research and Education in Sensory Disabilities | $949,115.08 | 7.33 | $24,075.25 | 4.5 | $8,588,641.51 |
|  | College of Education Totals | $2,243,571.21 | 24.61 | $63,339.90 | 25.8 | $8,588,641.51 |

## Key Performance Indicators

| **GOALS** | **2008** | **2009** | **2010** | **2011** | **2012** | **2015 Target** | **2020 Target** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Priority 3 - Expand and Enhance Research**  **and Creative Scholarship** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| TTU Total Research Expenditures 1 | $57.9 M | $85.90 M | $125.82 M | $142.76 M |  | $180 M | $300 M |
| COE Total Research Expenditures | NA | NA | NA | NA | NA | NA | NA |
| TTU Restricted Research Expenditures | $27.1 M | $35.03 M | $50.07 M | $50.20 M |  | $80 M | $150 M |
| COE Restricted Research Expenditures |  |  | $1.87 M | $2.25 M |  | TBD | TBD |
| TTU Federal Research Expenditures | $21.4 M | $25.65 M | $36.15 M | $35.19 M |  | $65 M | $130 M |
| COE Federal Research Expenditures | NA | NA | NA | NA | NA | NA | NA |
| TTU Federal & Private Research Expenditures/ FTE | $2,3915 | $28,629 | $64,967 | $60,616 |  | $100,000 | $200,000 |
| COE Federal & Private Research Expenditures/ FTE | NA | NA | NA | NA | NA | NA | NA |
| TTU Number of TTU-led Collaborative  Research Projects with TTUHSC | 3 | 2 | 4 | 3 |  | 5 | 10 |
| COE Number of TTU-led Collaborative  Research Projects with TTUHSC | 0 | 0 | 0 | 0 |  | TBD | TBD |
| TTU Proposals Submitted (FY) 2 |  | 950 | 954 | 1,036 |  | 1,300 | 1,600 |
| COE Proposals Submitted (FY) 2 | 26.68 (23) | 27.84 (27) | 26.06 (23) | 38.51 (42) |  | TBD | TBD |
| TTU Senior/Strategic Faculty Hires |  | NA | 6 | 3 |  | 20 | 30 |
| COE Senior/Strategic Faculty Hires | NA | NA | NA | NA | NA | NA | NA |
| TTU Research Space in Square Feet |  | 480,775 | 436,325 | 461,856 |  | 700,000 | 1 M |
| COE Research Space in Square Feet | NA | NA | NA | NA | NA | NA | NA |
| TTU Total Research Expenditures (NSF) |  | $94.65 M | $133.36 M | $110 M |  | $200 M | $400 M |
| COE Total Research Expenditures (NSF) | NA | NA | NA | NA | NA | NA | NA |
| TTU Post-Doctorates (NSF) |  | 67 | 73 | 109 |  | 150 | 200 |
| COE Post-Doctorates (NSF) | NA | NA | NA | NA | NA | NA | NA |
|  |  |  |  |  |  |  |  |
| **Other COE Possible Goals (to be developed)** |  |  |  |  |  |  |  |
| Some measure of rank of TTU colleges in external funding |  |  |  |  |  |  |  |
| Grant proposals and awards per COE not ORS data |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

1 TTU data taken from the [TTU 2010-2020 Strategic Plan, 2011 Report](http://www.ttu.edu/stratplan/docs/2011-stratplan.pdf). 2 Proposals submitted through the TTU Office Research Services. Number in parentheses is the number of individuals (tenure track and non-tenure track) who made proposals—participation may vary from 2% to 100%.

## Accomplishments

**New for 2011**

* In 2011 (Office of Research Services data) the college of education submitted 41.08 proposals with a total funding requested of $26,152,232. During 2011, there were 17.24 awards for a total of $3,513,561. Following are ORS identified awards plus some foundation and university internal awards that are not recorded by ORS. Note that less than 100% total for an award indicates that part of the award resides outside the College of Education.
* *Burkhart Center for Autism Education and Research*
* Richman, David M; (100%); Early Prevention of Aberrant Behavior in Neurodevelopment Disorders in Peru; NIH/Univ. of Kansas; $11,981.
* Lechtenberger, DeAnn (80%) and Richman, David M (20%); Project CASE: Connections for Academic Success and Employment, Higher Education Opportunities for People with Developmental Disabilities; TX Council for Developmental Disabilities; $209,384.
* Griffin-Shirley, Nora (10%), Hamman, Douglas D (10%), and Lechtenberger, DeAnn (80%); Project IDEAL: Connecting Research to Practice for Teacher Educators (Informing & Designing Education for All Learners); DHHS/TX Council on developmental Disabilities; $199,999.
* Richman, David M; (100%); CH Parent Support Project; CH Foundation; $110,000.
* *Center for Research in Leadership and Education*
* Aguirre, Zenaida (50%) and Salazar, Dora C (50%); Project Teach: Teacher Education Alliance Collaborative for Higher Education; U.S. Dept. of Education; $300,000.
* Aguirre, Zenaida (60%) and Ortiz, Rebecca (30%); Proyecto English Learner Science and Math Education (Proyecto EL SMED); U.S. Dept. of Education; $356,738.
* *Center for Teacher Development & Research*
* Hamman, Douglas D (100%); Re-entry and Reintegration Recidivism Analysis; TX Youth Commission; $200,373.
* *Department of Curriculum & Instruction*
* Button, Kathryn A (50%) and Janisch, Carole (50%); Jumpstart Lubbock – 2012; Corp for Community Service/Jumpstart National; $63,147.
* Aguirre, Zenaida (14%), Lamp, Carl D (15%), and Ortiz, Rebecca; Middle School Math and Science (MS) 2: Understanding by Design; Greater TX Foundation; $13,523.
* McCarron, Craig (25%); Secondary Mathematics Teacher Support Program; U.S. Dept. of Ed/TEA/O'Donnell ISD; $16,268.
* Aguirre, Zenaida (15%); Bridges to the Baccalaureate: Increasing Minorities in Science; National Institutes of Health; $31,506.
* Aguirre, Zenaida (15%); The West Texas Middle School Math Partnership; National Science Foundation; $373,550.
* *Department of Educational Psychology & Leadership*
* Valle, Fernando (50%); AVID Post-Secondary Grant; TX Higher Education Coordinating Board; $30,000.
* Inan, Fethi (60%); Adaptive Mathematics Problem Solving: Assessing and Adapting to Students while they are Learning; EDUCAUSE; $67,657.
* Banda, Devender R (50%) and Carter, Stacy L (50%); Behavior Analysis and Research Project for Individuals with Developmental Disabilities; TX Dept. of Aging & Disabilities Services/LBSSLC; $67,684.
* Stevens, Tara A (25%); The West Texas Middle School Math Partnership; National Science Foundation; $622,584.
* *V M Sowell Center for Research and Education in Sensory Disabilities*
* Davidson, Roseanna (100%); CSI: Personnel Preparation to Serve School Age Children with Sensory Impairments; U.S. Dept. of Education; $200,000.
* Davidson, Roseanna (100%); Examining the Impact of Student Support on the Completion in the Deaf Hard-of-Hearing Program; U.S. Dept. of Ed/TEA/ Region 17; $195,300.
* Davidson, Roseanna (100%); National Leadership Consortium in Sensory Disabilities - Salas University; U.S. Dept. of Ed/Salus University; $56,866.
* Griffin-Shirley, Nora (50%) and Pogrund, Rona L (50%); Reach Across Texas, FY 12; TX School for the Blind and Visually Impaired; $507,000.
* Griffin-Shirley, N. (100%); Scholarships for Growing Autism & Sensory Disabilities Graduate Certificate Program; TTU Graduate School, Texas Tech University; $15,000.
* Griffin-Shirley, N. (100%); 2011 Cooperative Internship Program with DARS/DBS & Virginia Murray Sowell Center for Research and Education in Sensory Disabilities; TX College of Assistive & Rehabilitative Services; $12,000.
* Pogrund, R. (33%), Griffin-Shirley, N. (34%), Davidson, R. (33%); Project SASI: Students with autism and sensory impairments: Addressing the personnel shortages in rural, remote and high-need areas; US Dept. Education; $250,000 for 5 years.
* Pogrund, R. (100%); Recruitment for Special Education Ph.D. Program; TTU Graduate School Growing Graduate Programs; $9,710.
* *College of Education Dean’s Office*
* Ridley, Dale S (50%), Hamman, Douglas D (8%), Johnson, Margaret J (8%), Matteson, Shirley (8%), Salazar, Dora C (8%), and Valle, Fernando (8%); Competency-based Educator Preparation and School Intervention; U.S. Dept. of Education; $3.44 M over five years.

**Continuing into 2011**

* *CISER SUPPORTS UNDERGRADUATE RESEARCH:*
* The Center for Integration of STEM Education and Research (CISER) supported 53 Scholars (44 Undergraduate Research Scholars, 1 Undergraduate Technology Scholar, and 8 Science Education Scholars) who were mentored by 38 faculty members. The budgeted salary for the Scholars totaled $125,000.
* Undergraduate Technology Scholars and Science Education Scholars often complete short-term assignments in research labs.
* All Scholars received guidance, training, and funding to present at individual research lab meetings, local, state, national and international research and science education meetings. CISER’s assessment of current and alumni Scholars confirms that participation in professional meetings is instrumental in leveraging their research experiences for future career opportunities and success. 502 Undergraduate Scholars during the entire history of the program have published 293 abstracts and 106 peer reviewed journal articles with 34 being the first author. Three Scholars have been accepted to Teach for America.
* The annual TTU Undergraduate Research Conference was first organized by the TTU/HHMI Scholar Service Organization in 1997 to give Research Scholars an opportunity to present their research via posters and discussion. The conference is now open to all TTU undergraduate researchers. Scholars receive presentation training at workshops before the annual Undergraduate Research Conference.
* Some Scholars elect to diversify their experiences during the summer by working in research labs at other institutions, studying abroad, or participating in corporate research internships.
* The 8-week Clark Scholars summer program involves a nationwide cohort of 13-15 elite high school students in TTU research labs and seminars. Each Scholar is required to report their research in a paper and seminar presentation. Scholars receive a $750 tax-free stipend and room and board. Scholars have been admitted to Stanford, Yale, and Duke.

## Analysis and Comments

Research and external funding are dramatically increasing in the College of Education, with a focus that aligns with the national movement toward intervention-based research designed to measurably improve outcomes. A team approach is also being emphasized, with the COE providing the resources needed to maximize the probability of impact. The college’s goal is to aggressively and strategically pursue external funding with a strong value-added research agenda. To that end, a major support function has been the establishment of an Office of Program Evaluation and Research Support (OPERS) with a Director (Dr. Susan Back) and two full-time pre- and post-award budget specialists. The initial goal of the office is to increase external funding submissions and awards by 25% over the previous academic year. An additional goal is that by 2013 the college will achieve and remain in the top three TTU colleges in external funding.

Strategic Priority 5 Increase and Maximize Resources: Increase funding for student support, faculty support, and world-class facilities. Maximize those investments through more efficient operations in order to ensure affordability for students and accountability to the State of Texas.

Many internal and external individuals and organizations are aware of and are strongly supportive of the new directions in the College; we believe that increased resources will come with early evidence of results. Our goal is to translate partnership success and local and national impact into fiscal support and endowments for scholarships and faculty excellence.

## Objective 5.1: Increase Funding

**College of Education**

**Funding Sources 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Awards** | **2006-07 3** | **2007-08** | **2008-09** | **2009-10** | **2010-11** |
| Amount of  Scholarship Monies  (Number) 2 | $93,956  (86) | $115,235  (115) | $241,674 (148) | $268,953 (162) | $293,425 (189) |
| Amount of Fellowship Monies  (Number) | $52,750  (5) | $34,287  (4) | $31,650  (3) | $68,750  (6) | $84,000  (6) |
| Total Scholarship & Fellowship Monies (Number) | $146,706  (91) | $149,514 (119) | $273,324 (151) | $337,703 (168) | $377,425  (195) |
| Donations | $1,722,911 | $702,593 | $5,600,669 | $5,750,591 | $795,502 |
| Endowments | $10,490,067 | $ 9,734,715 | $ 7,743,460 | $ 8,340,188 | $ 9,560,213 |
| Grants—Amt. Awarded  (# of Awards) 4 | $2,243,571  (24.61) | $2,694,814  (20.89) | $3,581,174  (24.66) | $3,278,983  (21.41) | $4,821,858  (20.38) |

1 Data from the Office of Development and Scholarship from the Scholarship Tracking Website- Reports-Report by Account Ownership- Level: Account

2 Amount of monies awarded with number of awards in parentheses

3 Data by fiscal years. FY 2011: 9/1/10-8/31/11

4 Grant details in Strategic Priority 3

**College of Education**

**Support of Graduate Assistants 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Awards** | **2004-2005** | **2005-2006** | **2006-2007** | **2007-2008** | **2008-2009** | **2009-2010** | **2010-2011** |
| GA positions paid from COE Accounts | C&I 26  EP&L 15    Total 41 | C&I 22  EP&L 26  Total 48 | C&I 18  EP&L 24  Total 42 | C&I 12  EP&L 21  Total 33 | C&I 15  EP&L 24  Total 39 | C&I 21  EP&L 19  Total 40 | C&I   20  EP&L 36  Total 56 |
| GA positions paid from non-COE Accounts | C&I 3  EP&L 16  Other 2 2  Total 21 | C&I 4  EP&L 18  Other 1  Total 23 | C&I 7  EP&L 21  Other 3  Total 31 | C&I 3  EP&L 9  Other 16  Total 28 | C&I 5  EP&L 4  Other 14  Total 23 | C&I 4  EP&L 4  Other 12  Total 20 | C&I 3  EP&L 5  Other 8  Total 16 |
| Total GA positions for the College | 62 | 71 | 73 | 61 | 62 | 60 | 72 |
| Amount of money from COE Accounts 3 | $442,800 | $518,400 | $453,600 | $356,400 | $421,200 | $452,160 | $633,024 |

1 COE Office of Graduate Education, Research, and Administration

2 Other: GAs hired from other colleges on grant monies

3 $10,800/GA 2004-05 through 2008-09. $11,304 for 2009-10.

**College of Education**

**Summary of Awards and Proposals 1**

| **Year 2** | **Number of Proposals** | **Total Requested** | **Number of Awards** | **Amount Awarded** | **F&A**  **Amount 3** |
| --- | --- | --- | --- | --- | --- |
| 2010-2011 | 38.51 (42) 4 | $26,404,246.82 | 20.38 (22) 4 | $4,821,858.81 | $338,738.25 |
| 2009-2010 | 26.06 (27) | $21,526,151.95 | 21.41 (18) | $3,278,983.80 | $159,152.85 |
| 2008-2009 | 27.84 (27) | $ 24,706,154.64 | 24.66 (22) | $3,581,174.92 | $186,938.65 |
| 2007-2008 | 26.68 (22) | $12,672,473.85 | 20.89 (27) | $2,694,814.90 | $82,674.85 |
| 2006-2007 | 25.75 (30) | $8,546,641.51 | 24.61 (23) | $2,243,571.21 | $63,339.90 |
| 2005-2006 | 15.91 (17) | $8,422,546.95 | 22.81 (24) | $2,489,972.25 | $87,824.70 |
| 2004-2005 | 27.26 (32) | $20,992,937.40 | 18.77 (25) | $1,616,455.27 | $50,279.45 |

1 Office of Research Services (<http://www.ors.ttu.edu/Newors/newhome/home/trymain.html>)

2 Academic Year (e.g. 9/1/10 to 8/31/11) or Fiscal Year (e.g. FY 2011: 9/1/10 to 8/31/11)

3 F&A Amount: Facilities and Administrative Costs Recovery

4 Number in parentheses is the number of individuals (tenure track and non-tenure track) who made proposals or were given awards. Individual participation may vary from 2% to 100%.

Data disaggregated to the department, center, and individual levels are available in the COE Office of Accreditation and Assessment.

The above table is also part of Strategic Priority 3, Expand and Enhance Research.

**College of Education**

**Weighted Semester Credit Hours 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Lower Division WSCH** | **Upper Division WSCH** | **Masters WSCH** | **Doctoral WSCH** | **Total WSCH** | **Total WSCH % change from previous year** |
| FY 2011 2 | 14,554.24 | 39,147.25 | 33,468.13 | 39,481.03 | 126,650.75 | 5.02 % |
| FY 2010 | 13,973.40 | 34,204.25 | 37,586.81 | 34,827.21 | 120,591.67 | 5.75 % |
| FY 2009 | 12,938.58 | 31,731.92 | 36,169.06 | 33,189.69 | 114,029.25 | 0.06 % |
| FY 2008 | 13,783.98 | 32,235.54 | 34,952.91 | 32,983.00 | 113,955.43 | --8.27 % |
| FY 2007 | 13,388.52 | 36,402.53 | 41,278.55 | 33,164.54 | 124,234.14 | --3.84 % |
| FY 2006 2 | 15,270.00 | 32,736.80 | 46,220.88 | 34,961.54 | 129,189.22 |  |

1 Data from an IRIM request

2 Fiscal Year (FY): fall, spring summer—e.g. FY 2011=fall 2010, spring 2011, and summer 2011

**Curriculum and Instruction**

**Weighted Semester Credit Hours**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Lower Division WSCH** | **Upper Division WSCH** | **Masters WSCH** | **Doctoral WSCH** | **Total WSCH** | **Total WSCH % change from previous year** |
| FY 2011 | 3,108.45 | 31,888.54 | 8,516.56 | 6,939.28 | 50,452.93 | -1.43 % |
| FY 2010 | 3,204.72 | 26,242.00 | 14,276.00 | 7,464.73 | 51,187.45 | 13.35 % |
| FY 2009 | 2,654.55 | 23,205.00 | 12,465.49 | 6,830.78 | 45,155.82 | --5.33 % |
| FY 2008 | 2,529.75 | 24,139.97 | 13,157.31 | 7,874.06 | 47,701.09 | --9.86 % |
| FY 2007 | 2,466.12 | 26,670.98 | 16,601.45 | 7,181.65 | 52,920.20 | --0.51 % |
| FY 2006 | 2,571.60 | 23,874.18 | 20,787.59 | 5,960.07 | 53,193.44 |  |

**Educational Psychology and Leadership**

**Weighted Semester Credit Hours**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Lower Division WSCH** | **Upper Division WSCH** | **Masters WSCH** | **Doctoral WSCH** | **Total WSCH** | **Total WSCH % change from previous year** |
| FY 2011 | 11,445.79 | 7,258.71 | 24,951.57 | 32,541.75 | 76,197.82 | 9.79 % |
| FY 2010 | 10,768.68 | 7,962.25 | 23,310.81 | 27,362.48 | 69,404.22 | 0.77 % |
| FY 2009 | 10,284.03 | 8,526.92 | 23,703.57 | 26,358.91 | 68,873.43 | 3.95 % |
| FY 2008 | 11,254.23 | 8,095.57 | 21,795.60 | 25,108.94 | 66,254.34 | --7.10 % |
| FY 2007 | 10,922.40 | 9,731.55 | 24,677.10 | 25,982.89 | 71,313.94 | --6.16 % |
| FY 2006 | 12,698.40 | 8,862.62 | 25,433.29 | 29,001.47 | 75,995.78 |  |

Treasury

**Objective 5.2: Maximize resources through efficient operations**

**Texas Tech University**

**Faculty FTE and Tenured Comparisons**

**Fall 2011 1**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Faculty**  **FTE 2** | **Head**  **Count** | **Tenured**  **FTE** | **Tenured**  **FTE %** | **Tenured &**  **Tenured-Track FTE** | **Tenured &**  **Tenured-Track FTE %** | Student/  Faculty  Ratio | Workload/  Faculty  FTE |
| Agriculture | 85.06 | |  | | --- | | 99 | | 44.10 | 51.85% | 70.67 | 83.08% | 15.41 | 24.09 |
| Architecture | 39.25 | 44 | 17.50 | 44.59% | 25.00 | 63.69% | 11.74 | 12.82 |
| Arts & Sciences | 477.55 | 519 | 275.88 | 57.77% | 379.66 | 79.50% | 29.70 | 17.97 |
| Business Administration | 99.75 | 107 | 43.65 | 43.76% | 60.19 | 60.34% | 22.65 | 11.39 |
| Education 2 | 105.86 | 140 | 40.50 | 38.26% | 67.01 | 63.30% 4 | 14.47 5 | 20.39 6 |
| Education 3 | 114.11 | 157 | 40.50 | 35.49% | 67.01 | 58.72% | 13.42 | 18.91 |
| Engineering | 144.92 | 155 | 86.75 | 59.86% | 128.75 | 88.84% | 18.12 | 15.62 |
| Honors College | 7.04 | 9 | 4.84 | 68.75% | 7.04 | 100.00% | 8.86 | 10.24 |
| Human Sciences | 86.46 | 102 | 34.09 | 39.43% | 63.05 | 72.92% | 25.00 | 19.70 |
| Graduate School | 30.11 | 49 | 0.00 | 0.00% | 1.00 | 3.32% | 1.18 | 2.67 |
| Interdisciplinary | 1.00 | 1 | 16.85 | 1685.00% | 21.14 | 2114.00% | 273.33 | 153.15 |
| Law | 32.09 | 36 | 22.07 | 68.78% | 26.32 | 82.02% | 26.12 | 11.51 |
| Mass Communications | 30.04 | 34 | 9.01 | 29.99% | 24.01 | 79.93% | 25.98 | 17.34 |
| Visual & Performing Arts | 105.27 | 116 | 64.66 | 61.42% | 89.66 | 85.17% | 15.65 | 15.77 |
| University Total: | 1,247.40 | 1,414 | 659.90 | 52.90% | 963.50 | 77.24% | 22.64 | 17.09 |

1 Institutional Research and Information Management

2 Faculty FTE excludes TAs and GPTIs

3 Education Teaching Staff FTE includes TAs and GPTIs

4 Second lowest percentage among the nine traditional colleges

5 Second lowest student/faculty ratio among the nine traditional colleges

6 Second highest workload ratios among the nine traditional colleges. (This may be a function of how well the COE

reports workload activities.)

## Key Performance Indicators

| **GOALS** | **2008** | **2009** | **2010** | **2011** | **2012** | **2015 Target** | **2020 Target** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Priority 5 - Increase and Maximize Resources** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| TTU Total Weighted Student Credit Hours 1 | 1.78 M | 1.79 M | 1.94 M | 2.02 M |  | 2.21 M | 2.51 M |
| COE Total Weighted Student Credit Hours (FY) | 113,995 | 114,029 | 120,592 | 126,651 |  |  |  |
| TTU Administrative Cost as Percent of Operating Budget | 6.4% | 6.23% | 6.32% | 6.21% |  | 6.10% | 6.00% |
| COE Administrative Cost as Percent of Operating Budget | NA | NA | NA | NA | NA | NA | NA |
| TTU Endowment | $4.15 M | $3.89 M | $434 M | $475 M |  | $660 M | $1 B |
| COE Endowment |  |  | $8.36 M | $8.88 M |  |  |  |
| TTU Total Budgeted Revenue | $468.66 M | TBD | $606.47 M | $648.82 M |  | $697.18 M | $808.22 M |
| COE Total Budgeted Revenue | NA | NA | NA | NA | NA | NA | NA |
| TTU Classroom Space Usage Efficiency Score | 75 | 84 | 92 | 92 |  | 95 | 100 |
| COE Classroom Space Usage Efficiency Score | NA | NA | NA | NA | NA | NA | NA |
| TTU Operating Expense/FTE Student | $17,075 | $17,474 | $17,971 | $17,235 |  | $18,127 | $19,000 |
| COE Operating Expense/FTE Student | NA | NA | NA | NA | NA | NA | NA |
| TTU Total Invention Disclosures |  | 28 | 42 | 32 |  | 50 | 55 |
| COE Total Invention Disclosures | NA | NA | NA | NA | NA | NA | NA |
| TTU Gross Revenue—Technology Commercialization |  |  | $245,000 | $239,000 |  | $300,000 | $600,000 |
| COE Gross Revenue—Technology Commercialization | NA | NA | NA | NA | NA | NA | NA |
|  |  |  |  |  |  |  |  |
| **Other COE Possible Goals (to be developed)** |  |  |  |  |  |  |  |
| Cost returns analysis for programs, faculty, staff, GAs, services, centers, etc. |  |  |  |  |  |  |  |
| Student Credit Hours (not weighted) |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

1 TTU data taken from the [TTU 2010-2020 Strategic Plan, 2011 Report](http://www.ttu.edu/stratplan/docs/2011-stratplan.pdf)

## Accomplishments

**New into 2011**

* Private businesses, including local firms, contributed over $450,000 to meet a match requirement in the U.S. Department of Education Investing in Innovation Grant.
* The CH and Helen Jones Foundations are close to approving nearly $750,000 in scholarships (over three years) to support the College’s rigorous year-long student teaching experience.
* The Board of Regents has granted approval for the Burkhart Center to build a two story building that will house three clinical and educational research emphases: 1) adults transitioning into competitive employment, 2) outpatient behavioral and learning services, and 3) a laboratory preschool.  The second floor will house center staff and faculty along with research space for externally funded grant activities. The $10.6 million for the new building comes from Burkhart family and other donations.
* Standards of academe and the basis for merit pay are being revised to align with the college’s reform agenda.

## Analysis and Comments

The College of Education has initiative a project has been initiated to review the cost/returns for faculty/staff members, programs, services, centers, and GAs/RAs. These data are being used to make budget allocation decisions to ensure resource availability for the most productive college programs.

Weighted semester credit hour (WSCH) data provide some indication of a degree of funding. Some state monies to the College of Education are distributed through formula funding based on WSCH. The credit hours are weighted in that the state provides more money for master’s classes than undergraduate ones, and more for doctoral classes than master’s ones. In addition, WSCH are based on CIP (Classification of Instructional Programs) codes, which categorizes funding based on the type of class—science classes are funded more than education classes, field-based education classes receive more funding than lecture ones, etc.

Generally, “04 Education” is funded at a lower level than most other categories. For example, it was requested that EDLD 6321, Educational Finance, be more appropriately coded as business administration (16) rather than education (04). In so doing, the formula for funding increased from 7.64 to 24.27. During 2010 an extensive review of COE courses and associated formula funding was completed as follows:

* the college had 317 courses listed with CIP codes;
* 71 of those courses previously had a higher formula funding code than the usual 04 Education one;
* over 70 courses were requested for changes to a more appropriate coding;
* the proposed changes were accepted by the Coordinating Board, so that now 147 courses, an increase of 78, are appropriately coded at the higher formula funding level.

An overview of COE programs of study with degrees and CIP codes follows. The formula funding codes and rates are available for online review for fiscal years [2010 and 2011](http://www.irim.ttu.edu/FormulaFunding/FormulaFundingFY2010-11.pdf) and for [FYs 2012 and 2013](http://www.irim.ttu.edu/FormulaFunding/FormulaFundingFY2012-13.pdf).

**College of Education**

**Programs of Study with Degrees 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Major Programs Of Study** | **CIP Code** | **Degree** | | |
|  | | | | |
| **Department of Curriculum & Instruction** | | | | |
| Bilingual Education | 13.0201.00 |  | MED |  |
| Curriculum and Instruction | 13.0301.00 |  | MED | PHD |
| Elementary Education | 13.1202.00 |  | MED |  |
| Language/Literacy Education | 13.1315.00 |  | MED |  |
| Multidisciplinary Science | 30.0101.00 | BS |  |  |
| Multidisciplinary Science | 13.1316.00 |  | MS |  |
| Multidisciplinary Studies | 30.9999.01 | BS |  |  |
| Secondary Education | 13.1205.00 |  | MED |  |
|  | | | | |
| **Department of Educational Psychology & Leadership** | | | | |
| Educational Leadership | 13.0401.00 |  | MED | EDD2 |
| Instructional Technology | 13.0501.00 |  | MED | EDD |
| Instructional Technology - Distance Education | 13.0501.00 |  | MED |  |
| Higher Education | 13.0601.00 |  | MED | EDD |
| Higher Education - Higher Education Research | 13.0601.00 |  |  | PHD |
| Special Education | 13.1001.00 |  | MED | EDD |
| Counselor Education | 13.1101.00 |  | MED | PHD |
| Educational Psychology | 42.2806.00 |  | MED | PHD |
| 1 [Institutional Research](http://www.irs.ttu.edu/) Degree Programs  2 Also offered in cooperation with West Texas A&M University |  |  |  |  |



# Historical Overview

* 1923:   
  Texas Technological College was created by legislation

(Education coursework was housed in a Liberal Arts Department)

* 1958  
  A teacher education program was initiated
* 1963  
  NCATE accreditation was received
* 1967  
  A Department of Education was formed
* 1969  
  The Department of Education was restructured as a college as Texas Tech becomes a university
* 1980  
  The GPA required for program admission was raised from 2.25 to 2.50
* 1981  
  State basic skills examination is required
* 1985  
  State certification examination is required
* 1986  
  Alternative certification is initiated allowing individuals to be certified outside a university-based program.)
* 1990  
  GPA for elementary and early childhood program admission is raised from 2.50 To 2.70
* 1990  
  House Bill 2185 goes in effect (Allowing certified individuals to add endorsements, teaching fields, specializations, or change levels without going through a university.)
* 1992  
  Undergraduate enrollment management is initiated
* 1995  
  District Permits are authorized
* 2001 1  
  Revised Rules authorize candidates to take examinations
* 1955, 1972, 1984, 1987, 1995, 2000, 2002 2, 2007 3  
  Educator preparation standards changed by the state
* 1972-73  
  Largest number recommended for certification (1467)

* 1987-88  
  Smallest number recommended for certification (538)
* 2010-11  
  Current Year Recommended for Certification (606)

1 SBEC TAC 230.5c specifying that program “completers” must be authorized by their program to take the certification test(s). Rule into effect 9/1/01. Teacher preparation programs were then held accountable (through the ASEP report) for certification results of their program completers.

2 SBEC implemented standards-based certification programs in lieu of credit-hour based programs; TExES exams replaced ExCET exams (phased in over several years)

3 EC-4 program changed to EC-6