1. Impact on P-12 learning and development (Component 4.1)

Texas Tech University (TTU) measured its impact on P-12 learning using the Performance Analysis for Colleges of Education (PACE) developed by the Center for Research, Evaluation, & Advancement of Teacher Education (CREATE) at the University of Houston. In particular, PACE measures an institution's impact based on its Proximal Zone of Professional Impact (PZPI), "comprised of the university and all school districts and campuses within a seventy-five mile radius of the university" (p.4). Though a PZPI does not give a complete picture of a university's teacher preparation program, it does allow for consistently defined parameters to track a single institution over time and/or allow for a comparison between institutions using a common framework. Of particular note, a PZPI is supposed to "correlate to the university's primary admissions centers" (p.4), however, in Fall 2018, 89% of new Freshmen at Texas Tech came from outside its PZPI, according to the TTU 2018-2019 Factbook.

- As of the 2016-2017 school year, the TTU PZPI covered sixty Independent School Districts (ISDs) and one charter school (p.9), in which 62.1% of students are designated economically disadvantaged (p.15). Students in the TTU PZPI performed similarly to state averages across the range of State of Texas Assessments of Academic Readiness (STAAR) exams (p.16, 22, 28).
- In the 2016-2017 fiscal year, TTU produced 383 traditional undergraduate certified teachers and seven post-baccalaureate certified teachers (p.40). Notably, this includes a nearly 40% increase in Hispanic teacher candidates since 2014 (p.42).
- TTU produced 79% of newly certified teachers in its PZPI for the 2017-2018 school year, but accounted for only 28.2% of newly certified teachers employed inside the PZPI (p.44, 47).
- Of 558 new certifications in the 2017-2018 school year, 48% were in Elementary content areas and 25% in English as a Second Languages (ESL) (p.43).
- The attrition rate of teachers from TTU between 2014-2018 was slightly lower than state of Texas averages.

2. Indicators of teaching effectiveness (Component 4.2)

The Teacher Education Department (TED) at Texas Tech University (TTU) conducts an exit survey for graduating teacher candidates in the Fall semester following their graduation. Graduates are asked about their satisfaction with the preparation offered through TED. This survey measured responses from students who graduated from traditional undergraduate education programs at Texas Tech University in Lubbock (labeled "Lubbock") and students who participated in an alternative teacher preparation program in which students attend two years of core courses at a community college, followed by a year of intensive study through a distance TTU program (labeled "2+1"). The October 2017 survey collected responses from 38 Lubbock graduates and 41 2+1 graduates.

- Of the 79 total teachers, 75 were employed as teachers in the first academic year after graduation. Lubbock graduates taught primarily in suburban schools (58%) and 2+1 graduates taught primarily in rural schools (39%).
- The vast majority of graduates in both programs responded they were "Sufficiently prepared" or "Well prepared" to build relationships with students and/or manage the day-to-day operations of a K-12 school classroom.
- More 2+1 graduates reported being "Not prepared" to use technology available on campus to support student learning (22%) compared to Lubbock graduates (0%). Similar results were reported for using technology "to make learning more engaging" and "for formative assessment."
- Lubbock graduates (55%) reported significantly more that they were "well prepared" for their first year of teaching than 2+1 graduates (29%), though more 2+1 graduates (46%) reported they were better prepared for their first year of teaching than their other new colleagues as compared to Lubbock graduates (37%).
- Most graduates of both programs felt "Sufficiently prepared" or "Well prepared" to support English Language Learners (ELL) as a result of their training with Texas Tech (70%).

3. Satisfaction of employers and employment milestones (Component 4.3)

Based on survey data assembled from the University-School Partnerships for the Renewal of Educator Preparation (US PREP), a national center for building "on-the-ground support and services to a coalition of university-based teacher preparation programs," 47 districts that partner with Texas Tech's Teacher Education Department (TED) for student teaching indicate a general response of "Strongly Agree" regarding various aspects of Texas Tech's responsiveness to their needs, the preparation of first year teachers, and likelihood to hire graduates of TED. This includes a 70% response rating of "Strongly Agree" for TED's responsiveness to a particular district's hiring needs and a 85% response rating on recommending TED graduates to be hired on the respondents recommendations to hire TED graduates.

In addition to this, the Texas Education Agency's (TEA) Accountability System for Educator Preparation (ASEP) collected data from campus principals that evaluated First-Year Teachers from Texas Tech's TED. On their defined metrics, Texas Tech exceeds state averages in every category with an overall Educator Preparation Program (EPP) score of 79 out of 100, compared to the expected standard of 70 and a state average of 73. TEA measured six metrics that contributed to this overall score: classroom environment, instruction, students with disabilities, English language learners, technology integration, and using technology with data. Between the 2014-2015 and 2016-2017 school years, TED graduates made the most gains in the effective use of technology in the classroom for first-year teachers, though notable gains were also made in preparation for special populations. TED graduates in their first-year of teaching who were "sufficiently or well-prepared" to integrate technology moved from 79% to 92%, and from 78% to 89% in using technology with data. TED graduates in their first-year of teaching who were "sufficiently or well-prepared" to meet the needs of students with disabilities moved from 76% to 84%, and 75% to 84% for English Language Leaners.

4. Satisfaction of Completers (Component 4.4)

Upon completion of the TechTeach program, graduates are asked to complete an exit survey on their perceptions of preparedness. The College of Education has compiled results from 2017 and 2018 graduates of the traditional teacher preparation program at Texas Tech University in Lubbock and the 2+1 program at various locations throughout the state of Texas. 91% of traditional graduates and 88% of 2+1 graduates were employed in the fall semester following their graduation. 68% of 2+1 graduates were employed in a rural or urban district, compared to 40% for traditional graduates.

Overall, respondents indicated they were "sufficiently prepared" or "well prepared" to manage a classroom environment, including a 92% response rating that graduates felt confident in creating an engaging learning environment. Respondents also felt confident in their ability to provide meaningful instruction in their first year of teaching with a 91% response rating for setting standards-based learning goals and an 84% response rating for using the result of formative assessment to guide instruction. In addition, respondents indicated they were comfortable using technology to positively impact instruction in their first year, including an 81% response rating for using technology to make learning more engaging and a 82% responding rating for using technology to enhance formative assessment. These factors contributed to graduates' overall perceptions of the teacher preparation program, in which 71% of respondents indicated they were more prepared than the other first year teachers on their campus.

Other questions were asked about the preparation of graduates to meet the needs of special populations, for which 64% of respondents indicated their were "sufficiently prepared" or "well prepared" for differentiate instruction to meet the academic needs of students with disabilities, and 61% indicated they were "sufficiently prepared" or "well prepared" to make appropriate accommodations to students with Individualized Education Programs (IEPs). Graduates were more confident in their ability to accommodate English Language Learner (ELL) and limited English proficiency (LEP) students, reflective of English as a Second Language (ESL) as the most common specialization reported by respondents at 48%. Respondents indicated 78% were "well prepared" or "sufficiently prepared" to provide appropriate ways for LEP/ELL students to demonstrate their learning, and 75% were "well prepared" or "sufficiently prepared" to support students in mastering the English Language Proficiency Standards (ELPS).

5. Graduation Rates (initial and advanced levels)

The Texas Education Agency's (TEA) 2016-2017 and 2017-2018 annual reports for educators preparation indicate that Texas Tech University's teacher education programs meet or exceed TEA standards and the performance of other teacher preparation programs in the state of Texas. 97% of Texas Tech students passed the Pedagogy and Professional Responsibilities (PPR) examinations required to be a TEA certified teacher, matching statewide numbers.[1] Greater than 85% of graduates were employed within a year of completing the program (Texas = 83%), of which around 80% of those employed as classroom teachers remained in the profession for at least five years (Texas = 75%), and 78% remained in all professions requiring certifications (Texas = 80%).

During the teacher education program, students' overall GPA rose from 3.29 in 2016-2017 to 3.35 in 2017-2018, compared to the statewide average of 3.23 in 2017-2018. Significant gains were made in the teacher education program from 2016-2017 to 2017-2018 in preparing students to teach special populations. According to the TEA Principal Survey results, Texas Tech graduates went from 84% to 86% of graduates prepared to teach students with disabilities (Texas = 80%), and 90% prepared to teach English Language Learners (Texas = 85%). In addition, the program also made gains in incorporating technology into the classroom, notably moving from 89% to 97% of graduates able to use technology to collect, manage, and analyze data (Texas = 89%).

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[1] This percentage reflects those who passed on their first two attempts.

6. **Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)**

[[The initial and advanced level links are the same]]

The State Board for Educator Certification reporting as part of the Texas Education Agency's (TEA) Accountability System for Educator Preparation (ASEP) for 2018 recorded certification attempts for Texas Tech's teacher educations programs when n > 5. During the 2016 and 2017 reporting years, 1,097 certifications were attempted, and 1,057 were passed — a 96% pass rate. The largest certification areas were

Certification Area	Taken	Passed	Percentage
Core Subjects (EC-6)	329	329	100%
English as a Second Language Supplemental (NA)	236	206	87%
Generalist (EC-6)	143	141	99%
Bilingual Education Supplemental - Spanish (NA)	79	73	92%
Special Education (EC-12)	71	71	100%
Educational Diagnotsitician (EC-12)	63	61	97%
Teacher of Students with Visual Impairments (EC-12)	42	42	100%
TOTAL	**963**	**923**	**96%**

7. **Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)**

   [[Advanced level not available, the linked report does not provide data on whether or not students are employed in the areas they are prepared in or not. The PACE reports have some of this data, but method of presentation likely needs discussion]]

8. Student loan default rates and other consumer information (initial & advanced levels)

The Texas Tech Office of Financial Aid has provided general information below about costs associated with attendance as a traditional undergraduate student based on 15 hours per semester of Undergraduate credit. According to the National Center for Education Statistics (NCES), the three-year official cohort default rates from 2013 to 2015 grew from 5.4% to 6.4%, or 332 to 425 students.

Approximate Annual Cost of Attendance		
	Resident	**Non-Resident**
Tuition and Fees	$11,320	$23,770
Housing	$6,236	$6,236
Meals	$3,536	$3,536
Books and supplies	$1,200	$1,200
Transportation	$2,300	$2,300
Miscellaneous	$2,120	$2,120
TOTAL	**$26,712**	**$39,162**