CAEP 2020 Annual Report

Contents

Impact Measures (CAEP Standard 4)

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

Our EPP uses the PACE reports to draw conclusions on the degree impact of impact our graduates have on learning and development of P-12 students.

The PACE reports are generated by the [Center for Research, Evaluation, & Advancement of Teacher Education](#).

(Link to Pace Reports)

- 2020 (available at the end of April)
- [2019](#)
- [2018](#)

On occasions our EPP has conducted empirical studies of the impact that our teachers have on P-12 learning and development.

During the 2019-2020 year, a team of researchers pursued a study at the University of Texas Education Research Center. Results from this study suggest that teachers produced by our EPP are performing at or above the state average as measured by value added models.

([link to ERC Policy Brief](#))

More specific results from this study can be viewed in this summary report

([link to ERC Summary report](#))

Indicators of teaching effectiveness (Component 4.2)

The Texas Education Agency (TEA) began collecting data from first year teachers in the spring of 2019. The second round of data is expected to be received by TEA by June 15, 2020. And a report thereafter to EPPs should follow. This process may be interrupted and or modified due to Covid 19.

([Link to 2019 TEA Measures of Teacher Effectiveness](#))

We deploy a locally developed instrument to collect data from our program completers after their first year of teaching. We refer to this instrument as the First Year Teacher survey. This instrument measures the perceptions of preparedness in several key indicators and whether completers are successful in implementing learning acquired at our program, including preparation to work with students with disabilities, ELL, application of technology, and to large extent, reflects the instrument used by TEA.

([Link to first year teacher survey](#))

Satisfaction of employers and employment milestones (Component 4.3 | A.4.1)

Our EPP uses the Principal Appraisal Report to understand how our program completers are perceived by their employers. Our EPP has consistently performed amongst the highest in the states on this particular metric.

([Link to Principal Appraisal Report; all three have been merged](#))

Satisfaction of completers (Component 4.4)

We use two data sources to ascertain the satisfaction of completers with our preparation program. The first, is data generated by the exit survey administered by the Texas Education Agency. The second is data generated by our locally developed firs year teacher survey.

The TEA Exit Survey is administered during the content certification examination and yields a relatively large sample size. Results from data analysis are

([link to TEA Exit Survey](#))

Satisfaction of completers (Component A.4.2)

We use two different data sources to understand our advanced level students' degree of satisfaction with their preparation. One source is provided to our EPP by the TTU Office of Institutional Research. This office collects data from graduates at the point of their graduation as part of an exit survey.

([Link to IR Exit Survey](#))

We have begun piloting data collection instruments for the advance programs. We have three advance programs that are accounted for in CAEP. These programs are Educational Leadership, Special Education, and the Visually impaired program (supplemental certification). We deployed the first perceptions of preparedness survey to graduates from the Educational Leadership program during the fall of 2019.

(Currently in Phase in)

Outcome Measures

Graduation Rates (initial levels)

Graduated
447

Graduation Rates (advanced levels)

Graduated
139

Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial levels)

([Link to TExES PPR](#))

([Link to TExES Content exam](#))

Ability of completers to meet licensing (certification) and any additional state requirements; Title II (advanced levels)

([Link to Certification exam Advanced levels](#))

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

During the 2017-18 year, our EPP reported that 87% of our program completers were hired within one year. The 2018-19 report will be available at the end of April, 2020.

([Link to TEA ASEP report](#))

Ability of completers to be hired in education positions for which they have prepared (advanced levels)

The office of Institutional Research collects employment data from advanced level program completers at the point of graduation. During the 2018-19 period, 100% of Educational Doctorate graduates were employed, whereas approximately 80% graduates from master's programs reported being employed.

The IR exit survey results are summarized in the following table.

([Link to All IR survey](#))

	2019 (%)			2018			2017		
Program	Employed	Search	Other	Employed	Search	Other	Employed	Search	Other
Ed leadership EdD	Count= 5			Count=			Count=		
	100			No data			No data		
Ed Leadership MED	Count= 28			Count= 31			Count= 20		
	79	14	7	81	16	3	75	10	10

SPED MED	Count= 130			Count= 120			Count= 111		
	71	18	11	71	17	11	72	13	15

Student loan default rates and other consumer information (All levels)

The cost of attendance at Texas Tech University for AY 2020-21 has increased by nearly $1,000.00.

	Undergraduate	**Graduate**
Tuition & Fees	$11,600	$9,350
Housing	$6,304	$6,304
Meals	$3,652	$3,652
Books & Supplies	$1,200	$1,200
Transportation	$2,400	$2,400
Miscellaneous	$2,000	$2,000
Total	**$27,156**	**$24,906**

Source: http://www.depts.ttu.edu/financialaid/costToAttend.php

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 2014 to 2016 grew from 6.2% to 6.4%, then decreased to 6%.

Type	Control	PRGMS		FY2016	FY2015	FY2014
Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	Default Rate	6	6.4	6.2
			No. in Default	363	425	387
			No. in Repay	6,031	6,594	6,209
			Enrollment figures	38,699	36,668	35,993
			Percentage Calculation	15.5	17.9	17.2

Source:
https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=003644