

**ANNUAL ASSESSMENT REPORT
AND
STRATEGIC PLANNING UPDATE
Year: 2005**

Area or Unit Name: COLLEGE OF EDUCATION

Area or Unit Leader: Sheryl Santos **Email:** sheryl.santos@ttu.edu

Phone Number: (806) 742 - 1998 **Ext:** _____

Mail Stop: 1071

Section 1. Goals and Accomplishments

Goal 1: Access and Diversity: Recruit, retain and graduate a larger, more academically prepared and diverse student body

- For Fall semester of 2005, 31 African-American and 105 Hispanic students enrolled in graduate program of the College of Education, While the enrolment of African-American students maintained at the same level of last year (N = 31), the enrolment of Hispanic student increased by 83% (from 87 in Fall of 2004).
- With 8.9% of faculty of the University (headcount of 116/1,306 from the IRIM database), the College of Education graduated 19 students with a doctorate degree in 2004-2005, representing 10.8% of the total number of doctoral degree awarded by the university, 173 students with a Master's degree, representing 15.1% of Master's degrees awarded by the university, and 84 students with the Bachelor's degree in the academic year of 2004-2005. While the number of doctoral students graduating in academic year of 2004-2005 decreased (31 in the previous academic year), the number of Master's students graduating in the academic year of 04-05 increased by 36% (from 127) and number of students graduating with a Bachelor's degree also increased by 17% (from 72 in previous year).
- With 8.9% of faculty of the University (headcount of 116/1,306 from the IRIM database), the College of Education generated 16,559 graduate student credit hours in the four semesters (Spring, Summer I, Summer II, and Fall) of 2005, representing 16% of total graduate student credit hours generated by the university in the same time period, and 24,276 undergraduate student credit hours during the four semesters of 2005, The graduate student credit hours generated by the College of Education increased by 2% from previous year. Although the undergraduate student credit hours generated by the college increased by only 1% in comparison with 2004, it happened during the time the undergraduate student credit hours generated by the university decreased by about 1%.
- The College of Education enrolled 249 doctoral-level students in Fall 2005, which was a 4.6% increase over the previous year's total.
- The College of Education enrolled 344 master's-level students in the Fall, 2005, which was a slight decrease from the previous year's total of 348.
- The Instructional Technology Program and Special Education Program continued to offer on-line Master's degrees. The Special Education Program awarded 24 and the Instructional Technology awarded 16 M.Ed. degrees in the academic year of 2004-2005.
- The Educational Leadership Program is now in its fourth year of delivering the Educational Leadership Masters degree and school principal professional certification preparation programs to students via distance delivery enrolled through the TTU Hill Country Campuses (TTU-Fredericksburg, TTU-Highland Lakes, and the TTU Center at Junction). Thirteen students graduated with Educational Leadership M.Ed. degrees in May, 2005.
- The Educational Leadership Program admitted a first cohort of Hill Country students into its superintendent professional certification preparation program in January 2005. The Educational Leadership Program's Doctor of Education Distance Delivery Proposal has been pending for approval from the University and Texas Higher Education Coordinating Board approval.
- The Curriculum and Instruction Program began delivering Master Reading Teacher (MRT) certificate program courses to students enrolled at the TTU Hill Country campuses in summer 2004.
- The Secondary Education program began delivering Post-Baccalaureate (Post-Bac) Secondary Education Certification program courses to students enrolled at the TTU Hill Country campuses in summer 2005.
- The Higher Education and Counselor Education programs continue to use advisory boards who actively recruit students for their respective programs.
- The College of Education hosted the Hispanic Association of Women (H. A. W.)

Recruitment Conference in September 2005. The majority of the members are educators from the Hispanic community in K-12 who earned their degrees from the College of Education or are actively taking graduate classes. The mission of the group is to empower women and youth through education.

- The Texas Higher Education Coordinating Board approved an Associate of Arts Degree in Teaching (AAT) in summer of 2004. South Plains Community College, a Hispanic Serving institution which also serves a large number of students who are first generation college students, was one of the first institutions to be given permission to offer the degree. Last fall, Texas Tech University and South Plains College signed a memo of understanding to create a seamless degree plan that will include the AAT requirements and the TTU requirements for teacher certification for degrees offered in the College of Education. Students who successfully complete the AAT and meet TTU guidelines will be accepted into the teacher education program without loss of semester credit hours they take in SPC. Twenty-nine students from South Plains College enrolled in the TTU Teacher Certificate Program in Fall of 2005 and Spring of 2006.
- The Successful Transition into the Education Preparation (STEP2) Program is a program funded by the CH Foundation to assist transfer students from South Plains College that have completed the AAT program. The Outreach Specialist hired by the College of Education is coordinating this program. Students will not only receive financial assistance for certification preparation activities, but will also take part in success seminars and orientation workshops to help them transition to the four year institution. The majority of the students already participating in the program are specializing in English as a Second Language or Bilingual Education. The students predominantly served by ESL teachers in this area are Spanish speakers. The College of Education is positioning itself to meet the high demands of teachers with these specializations.
- Twenty two West Texas agencies, institutions, elected officials, and organizations have joined together to form the South Plains Closing the Gaps Coalition, which was started by the College of Education at TTU. The Coalition participates in the following activities annually: Juneteenth Education Celebration, Back to School Fiesta, Summer Science Camp, Education Summit and Career Expo. The group has met monthly and has a mission statement, memorandum of understanding and special events to reach underrepresented populations across west Texas with the goal of attracting more of these students to higher education. The Texas Higher Education Coordinating Board is utilizing the memorandum of understanding drafted and signed by all the participating members of the coalition as a basis for creating guidelines for the P-16 Councils which are being formed across the state.
- The College of Education received funding for five years from the Greater Texas Foundation to run Project FUTURE, a program designed to recruit underrepresented groups into teacher education at Texas Tech University. The college has hired an Outreach Specialist to coordinate and promote the program on the South Plains. The program is serving fifteen school districts representing 49 title one schools and over 500 students. An advisory committee comprised of faculty from the college oversees the program content and a parent advisory committee is being formed. The parent advisory committee will assist in the planning of programs to assist them in preparing their children to succeed in college.
- The College of Education hosted a Hispanic Heritage Festival in October, 2005, in the Courtyard to foster greater awareness and appreciation of the Hispanic heritage. The event included cultural food and entertainment during the noon hour for all students, faculty and staff that came by. About 150 persons took advantage of the hospitality of the college.
- The College of Education hosted an Asian Festival & Exhibit in January, 2006, in conjunction with the New Year festivities of several Asian countries. Two hundred faculty, staff, students, and invited guests from LISD schools participated in the festival. Exhibits showcasing China, Japan, Cambodia, and Vietnam featured clothing, musical instruments, toys, games, decorative items, and favorite foods. Attendees were treated to an Asian sampling dish complete with chopsticks.
- The College of Education hosted an African History Festival in February, 2006, during Black History Month. The program included soul food, African art displays and a jazz concert in the Children's Library. The exhibits were provided by the International Cultural Center Office of International Affairs, K-12 Outreach Programs. Over three hundred students, faculty, staff, and invited guests from the community participated.
- To promote diversity and strong student leadership, Dr. Rosa Hernández Sheets has supported the growth and development of Kappa Delta Pi Nu Sigma Chapter (KDP), an exemplary honor society that boasts the largest and most diverse student membership and student officers in the College of Education (COE) since 2002. The organization has a mission of developing student leadership and serving historically marginalized children. The organization started with only 6 members in 2002 and initiated 54 new members in 2005.

Goal 2: Academic Excellence: Attain national recognition as a top public education and research university.

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Student groups sponsored by faculty were active in 2005. The Texas State Teachers Association--Student Program continued to be a successful organization. Other organizations included the Bilingual Education Students Organization. The student chapter of the National Science Teachers Association, started in 2003, built membership and participation in 2005. C&I faculty served as sponsors for Kappa Delta Pi, an education honor society which expanded its membership and level of activity in 2005.

- The College of Education awarded 55 scholarships (31 for undergraduate students and 24 graduate students) for a total of \$44,050 in 2005.
- In addition, 7 graduate fellowships were awarded (6 Jones Fellows, 1 Burkhardt fellow) for a total of \$63,900 in 2005.
- Two Doctoral students were admitted as Jones Fellows in 2005.
- The College of Education added \$670,000 in endowments for undergrad scholarships last year.
- The College of Education got \$250,000 with \$250,000 Regents match for Cash Literacy Professorship.
- The college hired 42 Graduate Assistants and 8 GPTI during the academic year of 2004-2005.
- In 2004-2005 the College of Education continued budgeting and expending \$10,000/year to help support graduate students who traveled to present research papers at regional and national professional conferences.
- The teacher preparation program continues to be full accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Texas State Board for Educator Certification (SBEC).
- The Counselor Education program maintained its national accreditation with the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- College of Education provided 6 TExES/ExCET practice tests and 1 math content area workshop to improve students' performance on the ExCET.
- The 2005 State Board for Educator Certification Accountability System for Educator Preparation reported a cumulative final TExES/ExCET passing rate for Texas Tech of 97%. This is an increase from 96% in 2004 and 95% in 2003.
- The certification pass rates on the ExCET/TExES exams in 2004-2005 were the following: for counselors, 100%; for educational diagnosticians, 100%; for principals, 92%; and for superintendents, 75%.
- The teacher education program continued to require a 2.7 GPA for entrance into the Early Childhood program and a 2.5 for entrance into Middle Level and Secondary/All Level programs. These programs are the only ones in the university that require students to maintain their GPAs to complete their programs.
- Sixteen students enrolled in newly approved program of EC-4/Bilingual program and 23 enrolled in EC-4/English as a Second Language Program
- The Helen DeVitt Jones Lecture Series invited Yvonna Lincoln from Texas A&M University (on Qualitative Research), Elizabeth Campbell from University of Toronto (on Ethics of Teaching), and Lois Weis from State University of New York at Buffalo (on Poor and Working Class Issues in Education) as events for enhancing faculty members' professional development.
- The Sowell Center for Research and Education in Visual Impairment held the 7th Annual Sowell Center Distinguished Lecturer Series with the theme of Assistive Technology for Children with Visual Impairment. The conference brought exhibitors from around the country with examples of a wide range of current assistive technologies. There were in-depth and hands-on presentations of selected devices for persons with disabilities. Approximately 100 local educators, faculty, former and present students benefited from this opportunity to engage in interactive professional development.
- A mean rating of COE faculty and instructors on the Texas Tech University student-generated course evaluations was 4.48 for two regular semesters in 2005, which was second to the highest rating of the Honor College.
- Office of Resource Development and Public Relations provided assistance in grant development and management.
- The College of Education submitted 53 grant proposals for external funding. The total requested amount was \$3,736,180. Among them 23 were funded for a total of \$1,384,192. There are 21.17 grants running with the total amount of 1,735,188.72.
- To facilitate faculty members' and graduate students' research activities, the College of Education founded its first Research Lab to help assist researchers in recruiting participants, collecting data, entering and transcribing data, analyzing data, and preparing reports of analysis results.
- The College of Education held a Research Day to provide faculty members and graduate students across the campus with the opportunity to present research findings and share research experiences.
- Dr. Rosa Sheets' book entitled Diversity pedagogy: Examining the role of culture in the teaching-learning process won the 2005 Philip C. Chinn Multicultural Book Award sponsored by the National Association for Multicultural Education (NAME).

The award is designated to an exemplary book which fosters awareness, acceptance, and affirmation of diversity in society.

- Workshops were held by the Research Lab staff to teach faculty members and graduate students how to use qualitative software for data analysis.
- An assessment team consisting of college and university administrators, faculty members, staff, and local school district representatives was formed to prepare the college for the NCATE accreditation visit in October, 2006.
- The College of Education, working with six colleges in the Teacher Preparation Council, took a leadership role in preparing and submitting the Special Professional Association reports as required by the NCATE review.
- Collectively, College of Education faculty published 45 refereed articles, 9 non-refereed articles, 14 book chapters, 4 books, and 31 other publications.
- Collectively, College of Education faculty presented 156 refereed, 4 non-refereed, and 39 invited papers at international, national, and regional professional conferences.
- Faculty of the College of Education were active participants and took leadership roles in international, national, state/regional professional organizations by serving as the chairs, program chairs, proposal reviewers, discussants, and other important functions in the organization. Collectively, faculty cited 226 service-related activities for the profession as reported in their 2005 Annual Faculty Reports.
- Dr. Bradley served in the positions of the Co-Chair of the American Counseling Association Research Network (National), the President of the Texas Association for Adult Development and Aging, and the Senator of the Texas Counseling Association.
- Dr. Griffin-Shirley served as the President-elect of the Orientation and Mobility Division and the Treasurer of the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) (National).
- Dr. Hartmeister served as the Chair of the Texas Association of School Administrators' Higher Education Committee and the Director of the Horace Mann League Board of Directors (National).
- Dr. Hendricks served as the Chair of the Public Awareness for the American Counseling Association (National) and the President-Elect of the International Association of Marriage and Family Counselors (IAMFC) (National).
- Dr. Layton served as the Vice President of the Council for Educational Diagnostic Services (National).
- Dr. Marbley served as the President Elect of Texas for the National Association for Multicultural Education (National) and the Chair of the Black Faculty Staff Association's Black History Month Symposium (State).
- Faculty of College of Education cited 155 service-related activities in university committees and 262 service-related activities in college committees.
- The College of Education conducted self-study regularly by surveying undergraduate and graduate students on their perceptions on the quality of education offered by the college. The results of the survey were shown in Section 3a.
- The Language and Literacy's Second Annual Literature Festival was held on March 2 and 3rd. Fifty master's level students attended a reception for Denise Fleming, a visiting author/illustrator of the event, and 257 C&I students of all certification levels (EC-4, 4-8, 8-12), local teachers, and faculty attended sessions featured by a keynote address by Denise Fleming, a closing keynote address by Rene Saldaña, an author of young adult literature, and 20 sessions in the between.

Goal 3: Human Resources: Maintain a quality work force and work environment and develop a workforce to meet state needs.

- The College of Education hired 10 new faculty members in the academic year of 2005-2006, including 4 Assistant Professors, 2 Associate Professors, 1 Professor, and 3 Visiting Assistant Professors. Among the newly hired faculty members were 1 African-American, 2 Orientals, and 2 Mexican Hispanics.
- The College of Education hired four new staff members. Among them were two Hispanics.
- Among 68 full-time faculty members who completed the annual faculty report in 2005 were 5 African-American and 11 Mexican-Hispanics, representing 23.5% of the full-time faculty members in the college, which is significantly higher than the percent of faculty members from the underrepresented populations in the university.
- One faculty member's application for tenure and promotion to the rank of Associate Professor and two faculty members' applications for tenure in 2005 were approved.
- A merit/equity raise applied to faculty members in 2005 resolved the problem of salary compression caused by the increasing salary for beginning professors in past years.
- All full-time tenured, tenure-track, research associates, visiting professor and instructors with terminal degrees received \$1,000 fund to support professional development activities. The total amount of the faculty professional development

fund was \$70,000 in the fiscal year of 2004-2005.

- Junior faculty members who had papers accepted for presentations at professional conferences were eligible to apply travel fund in addition to the professional fund to attend the meetings.
- Twelve research proposals submitted by COE faculty members were sponsored by a total of \$18,952 State Organized Research Fund.
- The Human Resource Committee of the college organized professional development events for faculty, staff, and students. Seminars prepared for faculty members covered topics such as Merit Pay, Preparing the Annual Report, Tenure and Promotion, and Services for New Faculty.
- All tenured faculty members were assigned a graduate assistant for 10 hours /week to assist with instruction, scholarship, and other research-related activities. In addition, graduate assistants were employed in the college during Summer, 2005, to provide similar research and instructional support.
- The College of Education implanted a Mentoring Program in which senior faculty members as mentors help junior faculty members in their career development.
- Each program received \$1,000 for instructional supplies and program development.
- Clerical support staff provided manuscript preparation, technical writing assistance, duplication of materials support, and travel-related assistance.
- The College grants office helped faculty in grant writing efforts.
- The Learning Resource Center provides faculty with a variety of services including access to Texas State adopted text books and a video library of more than 800 tapes.
- The Technology Supporting Team helped faculty in using technology in research and teaching, including creating online surveys, designing online courses and online supplementary course components, and producing instructional materials.

Goal 4: Partnerships and Engagement: Build strategic partnerships, alliances and community outreach.

- One hundred and seven schools from 24 school districts in Lubbock and vicinity areas provided students in the Teacher Certification program with the opportunities of student teaching.
- Since 4/1/04, The College of Education has offered office space to Raiders Rojos, which is the TTU Hispanic chapter, a chapter of the Texas Tech Alumni Association. The group also has access to the COE building for conferences, meetings, and gatherings. Raiders Rojos has been instrumental in the recruitment and outreach efforts of the university in the community. The support from the college enables them to effectively continue their programs which draw over 3,000 people to the campus annually.
- The College of Education has partnered with Raiders Rojos to host the annual Back to School Fiesta University Day. The event has been held in the courtyard and building for three years. This event features free food, entertainment, college fair, community booths, educational activities, campus bus tours, and school supplies that children earn by visiting each booth and area. More than 2,000 people attended the free event in 2005. Faculty, staff and students from the College of Education volunteered their time, along with over 200 community volunteers, to make this an exciting event a success. Because of the extreme success of this program, the Office of the Special Assistant to the President is convening a planning committee to take advantage of the recruitment opportunities this program is providing to the university.
- College of Education, as a member of the South Plains Closing the Gaps Coalition, partnered with Raiders Rojos and Lubbock High School to organize Ultimate Education Summit, an event held on November 9, 2005. The education summit serves to strengthen the efforts of the South Plains Closing the Gaps Coalition to facilitate access, participation and success in educational opportunities beyond high school. Over 700 students and educators participated in the summit. The next summit scheduled for November 1, 2006, is expected to draw over 1000 students, educators, community leaders, and business partners.
- Wiley's Way is a chapter book written by high school students. Wiley's Way is a literacy project targeting 5th graders at Ramirez Charter School and Wheatley Elementary in Lubbock ISD. Both of these schools are predominantly minority. The College of Education assisted in the delivery of the program to Ramirez Charter School by helping to introduce 5th graders to the chapter book that uses Wiley the Crab to humorously explain college life to youth. The objective is to get young students to think about college as a possibility.
- Maintaining healthy relationships with our rural neighbors as essential in the preparation of educators to meet the needs of the area, the College of Education has been working with the planning committee of Hamilton Park Educational Exhibit in Brownfield from Terry County in the dedication of a new educationally themed park. The park will be dedicated on May 6. The college is featured in one of the panels entitled "Education and the Future" that will be permanently displayed in the park to mark the partnership between Texas Tech University and our neighbors

in Terry County as well as the importance of education to its citizens. Schools are planning field trips to the park and students will be provided with educational materials to help them understand the significance of the county's history and the importance it plays in their futures.

- In 2005, the student organization of Kappa Delta Pi Nu Sigma Chapter (KDP) initiated a leadership development program for officers of KDP. In collaboration with the National Office, the organization hosted a conference with chapters from 3 area universities to facilitate regional KDP organization network, share best practices for increasing and maintaining membership, and improve the organizations' presence in their surrounding community. In addition, 6 members, 4 from ethnic minority groups attended/will attend prestigious national conferences.
- The Kappa Delta Pi Nu Sigma Chapter (KDP) also provided its unique community service projects, reading to children in laundromats/thrift stores in their communities, in which children from schools located in low-income neighborhoods were brought to TTU to read in a state of the art bookstore/library in a local thrift store built with the assistance of the College of Architecture, to address the national call for service in Reading is Fundamental (RIF) in a non-traditional ways. KDP promotes a powerful connection between learning and loving to read through the project. KDP is expanding the project to be a long-term project, THE WORM HOLE: Where the Bookworms Go with a grant.
- Teacher education at TTU is a collaborative effort across six colleges. The Teacher Education Council, a Provost's Council chaired by the Dean of the College of Education, promotes connections across the campus.
- The College of Education, along with partners from local school districts, has developed a two-part project, a pre service and an induction program, LEAD (Leadership Education and Development) for Junior High/Middle Level Pre service and Beginning Teachers to address two problems in public education: the teacher shortage caused by beginning teacher attrition and beginning teacher attrition caused by feelings of inadequacy.

Goal 5: Recognition: Develop a positive image based on the College of Education's activities and achievements.

- The College of Education regularly recognized faculty applying for and being awarded grants by sending emails to all college faculty and staff including details about the awarded grant, as well as a photo of the applying faculty member.
- The Office of Resource Development and Public Relation of the College of Education published College View Book, College Accomplishments, STEP2 Brochure, Doctoral Student Recruitment Scholarship Brochure, FUTURE Brochure, and Conceptual Frameworks Brochure to promote public image of the college.
- To promote a positive image and public relations of the College of Education, the Office of Resource Development and Public Relation of the College of Education hosted the following events: Faculty Lunch at Jones SBC Stadium, COE Back to School Picnic, Graduate & New Faculty Reception, Annual Callers Dinner Mini-Supper, Project FUTURE Orientation, Closing the Gaps Meeting, Hispanic Heritage Month Celebration, Development Council Dinner, College of Education Scholarship Ceremony, Burkhart Autism Center Grand Opening, Project FUTURE Conference for 8th, 9th, 10th, and 11th grades, Education Summit, Dean's Sneaker Tour, College of Education Holiday Open House, STEP2 Workshop, Pinning & Medallion Ceremony, and E-star Organizational Meeting.

Goal 6: Technology: Maximize the appropriate use of technology in the delivery of COE programs and services.

- A total of \$133,635 of HEAF was spent on technology.
- The College of Education offered a total of 144 distance education (42 ITV and 102 online) courses in the four semesters (Spring, Summer I, Summer II, and Fall) of 2005 with a total of 2,169 students enrolled (including those who took ITV courses at the Tech campus sites). The number of distance education courses offered by the College of Education increased by 48.5%, from 97 in 2004). The enrollment of the distance education courses increased by 68% from 1,290 in 2004.
- Utilizing an advanced technology of LiveLink since the Fall of 2002, faculty members connect their classrooms with classrooms in local schools. The portable videoconferencing units were purchased to allow clinical faculty and students to observe "live" classroom lessons taught by K-12 teachers in local schools together and discuss what they see and observe. Elementary, middle school, and high school teachers have participated in the project.
- An Assessment System developed by the Assessment Team utilized technology in assessing, storing, displaying, and sharing information. Majority of assessment activities conducted by the Assessment Team have been implemented online.
- E-agenda software is used to organize the Leadership Council monthly meeting and share decisions of the meetings with faculty.
- The College of Education has seven computer labs (PC Lab, Mac Lab, Research

Lab, Graduate Student Lab and three wireless labs) for teaching and research. The Research Lab and two of the three wireless labs were added in 2005. A wireless cloud encompassing the College of Education building provides individuals with a wireless environment for connecting personal computers or the laptops housed on multimedia carts of the college to the Internet for instruction and other class-related activities.

- The C&I Department continued implementation of an electronic portfolio assessment system through TaskStream. All teacher candidates in 2005 created an electronic professional portfolio based on the Texas Pedagogy and Professional Responsibilities competencies.
- All students who entered the undergraduate early childhood or middle level programs developed a professional web page.
- Frequencies of faculty using technology in classroom and the inventories of technology equipments owned by the college are shown in Section 3a.

Goal 7: Organizational Structure and Accountability: Strengthen mechanisms inside the college to conduct academic, student and administrative affairs more effectively.

- A College Leadership Council consisting of administrators, Faculty Council representatives, program coordinators, and professional staff met monthly to discuss important issues of the college operation. The Council played an advisory role for administrators in decision-making.
- The College of Education held faculty meetings to discuss revisions of course syllabi by adding assessment of student learning outcomes to accommodate the accreditation requirement.
- All programs in the College of Education completed the Program Assessment Plan required by the University and available for review at (<http://educfmk.educ.ttu.edu/ap.htm>).
- The C&I Department added the role of Associate Chair, a position to assist the Chair, work with program coordinators, and to organize admission to graduate programs.
- The C&I Department functions were organized in 2005 by certification programs (Early Childhood to Grade Four, Middle Level, Secondary/All Level) and by academic programs (Bilingual Education, Curriculum and Instruction, Language Literacy, and Math/Science).
- Faculty members who served as Program Coordinators received \$3,000 annual stipends or, in the alternative, adjustments in their teaching loads for overseeing their respective program areas.
- The Assessment Team formed in 2004 worked on the assessment system and creating a college database to meet needs for accreditation and move the college to the data-based or data-driven operation.
- Four outstanding committees for Research, Human Resources, Undergraduate Education, and Graduate Education fully functioned to meet the charges of the committees.
- An Efficiency Analysis Committee was formed to study the allocation of college resources and improve the efficiency of current operation structure/system.
- The College of Education relied on a group of tenured faculty peers to serve as the Annual Review Committee; the Committee reviewed the annual reports submitted by each tenure-acquiring faculty member in order to counsel and provide guidance on successfully attaining tenure and promotion.
- Several data-driven reports have been completed: NCATE Part C Annual Report, AACTE Report, Assessment of Strategic Goals, SACS Report, etc.
- College of Education aligned its Strategic Goals with the revised Strategic Goals of the University.

Section 2. Universal Quantitative Data

Fall Semester	2000	2001	2002	2003	2004	2005
Student Information						
Headcount						
Undergraduate	593	512	371	419	417	423
Masters	505	529	604	611	685	697
Doctoral	181	189	204	227	238	249
Law	0	0	0	0	0	0
Total	1279	1230	1179	1257	1340	1369
Entry Scores						
SAT	1053	1087	1037	1065	1075	1086
GRE-verbal	454	434	443	444	430	432
GRE-math	508	519	504	484	511	489
Semester Credit Hours						
Undergraduate	9113	9942	9465	11394	11916	12118
Masters	3344	3204	3732	4021	4449	4530
Doctoral	875	1048	1114	1326	1471	1421
Law						
Total	13332	14194	14311	16741	17836	18183
Number of Lecture Classes Taught & Avg Class Size						
Lower Division	# 17 Avg. 54	# 16 Avg. 57	# 16 Avg. 78	# 16 Avg. 104	# 17 Avg. 94	# 18 Avg. 90
Upper Division	# 69 Avg. 21	# 81 Avg. 20	# 81 Avg. 18	# 76 Avg. 21	# 91 Avg. 21	# 104 Avg. 19
All Undergraduate	# 86 Avg. 28	# 97 Avg. 26	# 97 Avg. 28	# 92 Avg. 35	# 108 Avg. 32	# 122 Avg. 29
Graduate	# 80 Avg. 15	# 79 Avg. 15	# 86 Avg. 16	# 94 Avg. 16	# 106 Avg. 15	# 135 Avg. 12
All Students	# 166 Avg. 22	# 176 Avg. 21	# 183 Avg. 22	# 186 Avg. 25	# 214 Avg. 24	# 257 Avg. 20
Faculty Information						
FTE						
Professor-Lecturer	74	73.86	74.27	78.4	85.32	90.39
Graduate Asst. Teaching	5.5	4	3.75	6	7	8
Total	79.5	77.86	78.02	84.4	92.32	98.39
Headcount						
Professor-Lecturer						
Total	91	104	97	96	110	116
Minority	12	12	11	11	13	18
Tenured/Tenure Track						
Total	51	45	49	57	58	59
Tenured	22	21	24	27	31	31
Teaching Load						
SCH/FTE for total faculty	168	182	183	198	193	185
Student Faculty Ratio	12:1	13:1	13:1	14:1	14:1	13:1
Faculty Salaries vs Peer (Full-time Faculty - 9 Mo.)						
Professor	76575 73421	77471 75941	85494 79808	88376 81676	86039 82700	89046 92591
Assoc	57199 53738	58703 56149	60079 58061	59865 59299	62466 62437	65254 63334
Asst	44397 43646	44490 45230	45059 47383	45951 48650	47377 49139	51201 52194
Lecturer						

Fiscal Year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Degrees Awarded						
Undergraduate	177	151	238	64	72	84
Masters	119	114	97	170	127	173
Doctoral	29	25	19	24	31	19
Law	0	0	0	0	0	0
Total	325	290	354	258	230	276
Classes Taught by Tenured/Tenure Track						
% Lower Div. Classes Taught	41	20	6	21	18	22
% Ugrd Classes Taught	42	36	27	35	39	34
Financial Information						
Teaching Salaries	3901932	3899999	3994273	3973894	4553449	4479128
Dept. Op. Expenses	421939	427084	391696	405968	427628	455574
Total	4323871	4327084	4385970	4379862	4981077	4934702
Cost per SCH	142	130	129	126	128	122
Cost per SCH In Const. \$	142	126	124	118	117	108
External Funding						
Sponsored Projects						
Value by Home Department	1312593	1833444	1462820	1083165	1476680	1616455
Value by Submitting Unit	1312593	1833444	1462820	1083165	1476680	1616456
Fundraising*	1596254	380095	283951	1116620	824825	1457226
*As provided by Development						

COLLEGE OF EDUCATION

Area/Unit Specific Information

Section 3a. Quantitative Information

Calendar Year	2000	2001	2002	2003	2004	2005
applied/admitted ratio of minority students						
Undergraduate						
Black	25%	33%	34%	36%	38	17%
Hispanic	61%	47%	44%	43%	44	37%
Native American	100%	20%	71%	0%	50	20%
Graduate						
Black	43%	66%	65%	71%	56	54%
Hispanic	63%	88%	75%	75%	65	66%
Native American	0%	0%	33%	33%	67	75%
# applied						
Undergraduate						
Black	12	21	32	25	34	29
Hispanic	54	62	81	90	82	83
Native American	0	5	7	4	6	5
Graduate						
Black	7	15	17	35	32	39
Hispanic	32	33	92	92	110	100
Native American	1	0	3	3	3	4
# admitted						
Undergraduate						
Black	3	7	11	9	13	5
Hispanic	33	29	36	39	36	31
Native American	1	1	5	0	3	1
Graduate						
Black	3	10	11	25	18	21
Hispanic	20	29	69	69	71	66
Native American	0	0	1	1	2	3
Student Survey (5-point scale)						
Undergraduate Student Survey						
1.Planning lessons that meet instructional objectives.			3.95	4.21	3.73	
2.Selecting materials or activities that are developmentally appropriate			3.85	4.14	3.74	
3.Integrating learners' interests into instruction			3.87	3.95	3.53	
4.Integrating technological resources into instruction			3.52	3.76	3.58	
5.Varying the modes of instruction appropriately			3.71	3.97	3.67	
6.Identifying characteristics of students with special needs			3.20	3.78	3.06	
7.Aligning assessment with instructional objectives			3.74	3.92	3.68	
8.Creating a variety of assessment tools			3.72	3.71	3.71	
9.Preparing students for standardized assessments (TAKS, SAT, etc.).			3.10	3.38	3.02	
10.Creating an environment for student critical thinking and problem-solving			3.75	3.91	3.62	
11.Creating an environment for student risk-taking and challenge-seeking			3.60	3.74	3.41	
12.Teaching culturally diverse students			3.57	3.88	3.19	
13.Teaching English Language Learners			2.75	2.84	2.58	
14.Promoting active student participation in learning			3.99	4.12	3.71	
15.Working as a member of a						

team with peers or colleagues			3.93	4.14	3.77	
16.Implementing effective classroom management			3.39	3.76	3.53	
17.Implementing an effective discipline strategy			3.33	3.72	3.30	
18.Implementing strategies for motivating students			3.68	3.84	3.38	
19.Understanding legal issues that affect teaching/teachers			2.93	3.31	3.27	
20.Monitoring students' progress and adjusting instruction accordingly			3.70	3.74	3.45	
21.2Responding appropriately to disruptive student behaviors			3.38	3.57	3.23	
22.Preparing for taking ExCET/TEXES			3.10	3.29	3.02	
23.Familiarizing with TEKS			3.86	3.86	3.38	
24.Creating a learner-centered community			4.01	4.09	3.76	
25.Appropriateness of teacher preparation courses			3.61	3.86	3.57	
26.Quality of student teaching experience			4.40	4.53	3.97	
27.Knowledge of subject matter and areas of your specialty			4.01	4.14	3.75	
28.Adequate amount of field experiences			4.00	4.47	3.70	
29.Relevance of field experiences			4.11	4.36	3.81	
30.3Guidance of university supervisor			4.14	4.41	3.94	
31.Guidance of coordinating teacher			4.52	4.55	4.10	
32.Guidance of certification office advisor			3.17	3.49	3.15	
33.Your overall rating of the Texas Tech teacher education program			3.81	4.11	3.54	

Graduate Student Survey						
1.Historical development in your major field			4.00	3.89	3.92	4.15
2.Philosophical development in your major field			4.05	4.00	4.09	4.31
3.Legal and ethical issues in your major field			4.07	4.60	4.13	4.32
4.Contemporary issues in your major field			4.25	4.40	4.33	4.46
5.Social and political issues in your major field			3.97	4.30	4.10	4.28
6.Curriculum and instruction theories			4.31	3.90	4.13	4.50
7.Child/adolescent development theories			3.66	4.10	3.91	4.45
8.Learning theories			4.04	4.20	4.11	4.38
9.Motivation theories			3.89	4.00	3.85	4.22
10.Research theories (e.g., research designs and measurement theories)			3.87	4.00	3.94	4.22
11.Special needs of children/students			3.66	3.33	3.87	4.33
12.Multi-cultural issues and perspectives			3.89	4.00	4.09	4.32
13.Quantitative research skills			3.60	3.50	3.72	4.04
14.Qualitative research skills			3.62	3.50	3.73	4.05
15.Identifying problem skills			3.98	3.90	3.97	4.21
Literature search skills			3.99	4.00	3.94	4.18
17.Development of measurement instruments skills			3.54	3.56	3.74	4.22
18.Oral communication skills			4.14	3.60	4.03	4.47
19.Professional writing skill			3.84	3.60	3.86	4.19
20.Personal skills			4.25	3.70	4.16	4.38
21.Problem-solving skills			4.14	4.00	4.09	4.30
22.Leadership skills			4.02	3.80	4.06	4.31
23.Your overall rating of your graduate education experience			4.15	4.11	4.16	4.21
24.Professors' preparation and presentation of course material			4.25	4.00	4.21	4.25
25.Professors' interest in students' learning and development			4.27	4.00	4.34	4.36
26.Availability of professors when students need help			4.25	4.10	4.19	4.27
27.Supportiveness of professors						

for students; academic needs			4.21	4.20	4.32	4.38
28.Supportiveness of professors for students; non-academic needs			3.95	4.00	4.15	4.22
29.Assistance of professors in students; future study and employment			3.81	3.90	3.93	3.98
30.Professors providing adequate advice in my academic pursuit			3.86	4.30	4.08	4.14
31.Student/faculty ratio for appropriate class sizes and interaction3.84			4.25	4.20	4.34	4.36
Faculty Productivity	Scholarstic					
Publications						
Refereed		51	56	62	61	45
non-refereed		18	11	27	13	9
other			5	32	22	49
Presentations						
refereed		102	104	128	153	156
non-refereed		26	8	22	9	4
invited		18		24	51	39
non-specified		16	7			0
Grant Proposals						
# of proposals submitted			12	55	67	53
# of proposals newly funded			1	37	21	23
Total amount requested			6,929,589	10,036,557.12	13,147,807	3,736,180
Total amount approved			1,372,797	3,361,040.00	3,513,919	1,384,192
Total awards received (by 4/01/02)			798,785	1,235,740.00	1,144,544	1,735,189
Technology Resources						
Instructional Equipment						
Multimedia carts			3	5	8	
Laptops			16	15	15	
Lightware			5	6	6	
TV/VCR			8	8	7	
Digital Camcorder			3	3	3	
Digital camera			3	6	6	
Camcorder			5	5	5	
Portable Overheads			5	5	5	
Tape recorders			7	7	7	
Document camera			1	2	4	
DVD/VCR			7	9	18	
Slide Projector			3	3	3	
Standard Cart			3	3	3	
Overhead Projector			21	21	23	
Technology Equipments						
PC for faculty & staff			125	160	175	210
MAC for faculty and staff			30	30	65	70
PC spare			15	10	20	10
Local printer			80	90	100	105
PC server			10	12	15	16
MAC server			3	3	3	4
Network printer			21	22	24	24
PC in lab			60	69	86	91
MAC in lab			27	20	37	39
Printer in lab			5	5	4	5
Use of Technology in teaching and research						
Camcorders			95	46	86	
Digital camcorder			39	59	106	
Digital camera			151	169	194	
Elmo			25	137	0	
Laptop			227	146	28	
Lightware			294	60	60	
Multimedia cart			208	643	2124	
Standard room laptop/lightware			147	186	862	
Transcriber			9	9	60	

TV/VCR			971	728	1165	
Slide projector			27	19	36	

<i>Fall Semester</i>	2000	2001	2002	2003	2004	2005
Ethnic Distribution of students						
Graduate						
American Indian	3	2	1	2	3	3
Asian	6	8	5	3	1	8
Black	19	23	23	29	32	31
Hispanic	81	82	79	71	87	105
White	538	561	641	660	710	710
Undergraduate						
American Indian	4	5	0	0	2	1
Asian	4	2	1	2	0	4
Black	8	10	9	11	7	7
Hispanic	67	56	42	46	58	61
White	503	436	314	357	348	347
Ethnic Distribution of Faculty						
Full						
Asian		0	0	0	1	1
Black		0	0	0	0	
Hispanic		0	0	0	0	2
White		8	6	6	5	5
Associate						
Asian		1	1	1	0	0
Black		2	2	2	3	2
Hispanic		1	3	5	6	6
White		16	14	12	20	20
Assistant						
Asian		2	1	1	3	2
Black		2	1	2	2	3
Hispanic		0	0	0	1	1
White		16	20	20	20	18

<i>Fiscal Year</i>	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Certification Report						
Types of Certificates Issued						
Provisional (Standard from 01-02)	452	459	538	621	544	551
Professional	58	39	34	12		63
Standard Temporary	4	2	4			
Probationary	41	68	33	18	61	56
Professional Temporary			1			
Standard Professionals				41	58	63
Probationary Extension				4	1	5
Total	555	568	610	696	664	657
Certificates by Colleges						
Education	152	149	178		71	73
Arts & Sciences	105	85	93		72	63
Agriculture	11	7	11		22	19
Human Sciences	61	75	78		153	156
Graduate	153	204	250		278	261
Visual and Performing Arts					42	39
Total	482	520	610		643	611
Professional Certificates Five Year Totals						
Counselor	11	4	5	11	10	11
Ed Diagnostician	12	9	2	7	8	11
Master Reading Teacher	0	3	0	1		1
Principal	15	12	10	9	28	28
Reading Specialist	3	6	4	2	1	1
Special Ed Counselor	1	1	0			
Superintendent	17	5	14	14	10	6
Supervisor	1	0	0			
Temp Vice Principal	0	0	1	10		
Temp Mid-Management	2	2	2	10		
Temp Superintendent	2	0	1			
Total	64	42	39	54	58	59

Section 3b. Qualitative Information.

- Goal 1 Access and Diversity: Recruit, retain and graduate a larger, more academically prepared and diverse student body
- The College of Education experienced expansion in student enrolment in all levels in 2005.
- The College of Education enrollment of students of underrepresented populations increased in 2005. The Hispanic students enrolled in graduate programs increase by 83% in 2005 in comparison to 2004.
- The College of Education made a significant contribution in generating graduate and undergraduate credit hours to the University.
- The College of Education has major presence in the Texas Tech Hill Country campus. The number of courses and programs offered by the college and the enrollment of students in the courses and programs in the Hill Country has increased since the program was initiated.
- The College of Education systematically held series of cultural events to acknowledge diverse cultures.
- Goal 2 Academic Excellence: Attain national recognition as a top public education and research university.
- Students performed well in certification tests shown by excellent passing rates.
- New programs produced students to address the shortage of teachers in Bilingual and English as a Second Language.
- Faculty members' teaching performance evaluated by teachers was the second highest among colleges across the Texas Tech campus.
- Faculty members took leadership positions in national and state professional organizations.
- The college was fully accredited by NCATE and SBEC. The Counselor Education program has been preparing for the review of the CACREP Accreditation.
- Goal 3 Human Resources: Maintain a quality work force and work environment and develop a workforce to meet state needs.
- Faculty's success in tenure and promotion applications increased the ratio of tenured and senior faculty members in the college, accomplishing the goal of maintaining a quality work force.
- With newly hired tenure-tracked and tenured faculty members, the college met the Critical Success Factors of increasing number of tenured and tenure-track faculty and reducing faculty turnover rate.
- The merit/equity raise faculty and staff received in 2005 enhanced morale and salary parity.
- Faculty and professional staff were sponsored for participation in professional development events (conferences, workshops, and seminar). Within-college opportunities for professional development were also offered to faculty, staff, and students.
- The number of minority faculty, staff and students kept growing with the increasing effort of the college in recruiting from underrepresented populations.
- Goal 4 Partnerships and Engagement: Build strategic partnerships, alliances and community outreach.
- The College of Education maintained a mutually beneficial relationship with local schools and school districts by working collaboratively in grant proposals, student teaching, and development seminars and workshops.
- The College of Education worked closely with local communities and organizations with diverse ethnic backgrounds and sponsored events targeted to outreach populations underrepresented in higher education.
- The college worked with South Plains College in the AAT projects. The college was also actively involved in programs and courses offered in the Hill Country campus of TTU.
- Taking a leadership in the Teacher Education Council, the College of Education worked with six colleges in teacher preparation and the SPA reports
- Goal 5 Recognition: Develop a positive image based on the College of Education's activities and achievements.
- The Office of Resource Development and Public Relation published documents and hosted events to promote positive image of the College of Education and highlight the college's accomplishments.
- Goal 6 Technology: Maximize the appropriate use of technology in the delivery of COE programs and services.
- The College of Education offered increased the number of distance education courses and number of students enrolled in DE courses in 2005.

- The College of Education provided ample opportunities for faculty, staff, and students to learn to improve technology proficiency. As results, utilizing technology in teaching and research became a common practice for most faculty and students.
- Goal 7 Organizational Structure and Accountability: Strengthen mechanisms inside the college to conduct academic, student and administrative affairs more effectively.
- The Leadership Council (LC) provided inputs for decision-making in college operation.
- Faculty was empowered in the college's operation through the mechanism of the Faculty Council, Outstanding Committees, Leadership Council, and serving as the program coordinators.
- An Assessment Team is making significant progress in creating an assessment system that will help the college make informed administrative decisions.

Section 4. Strategic Planning Update.

Goal : Access and Diversity: Recruit, retain and graduate/certify a larger, more academically prepared and more diverse candidate body, which is prepared to become engaged with issues of diversity.

Goal : Human Resources, Infrastructure and Accountability

Goal : Initial Certification Teaching and Learning

Goal : Graduate and Advanced Certification Education

Goal : Engagement and Partnerships

Goal : Research Productivity

Goal : Recognition

Commentary:

The College of Education held a faculty meeting on May 4th, 2005, to discuss updating the Strategic Planning of the college. The Assessment Team led the discussion by presenting revised Goals of the Strategic Plan. The rationale behind the revision was (a) to align the Strategic Goals of the College of Education to the revised Strategic Goals of the University, and (b) to align the Strategic Goals of the college with the Standards that the NCATE uses in its accreditation review. The updated Goals of College of Education Strategic Plan were approved by the faculty at the meeting. The alignment of the college strategic goals, university strategic goal, and the NCATE standards will integrate the college's resources and effort in a unified direction and streamline assessment activities that the college will conduct in future. The Assessment Team will continue the effort to make the Strategic Goals operational by setting objectives and success indicators. The Strategic Plan of the college will also determine the modification of the Strategic Plans of the two departments in the college. Faculty's extensive involvement in the updating of the Strategic Plan and developing Program Assessment Plans made the final documents much more relevant to faculty's work than previous plans. It can be anticipated that the new plan to guide the college to move forward to the next level.

Implementation Plan:

The College of Education has been going through an extensive assessment process, partly influenced by the upcoming (October 2006) visit by the National Council for the Accreditation of Teacher Education (NCATE). All programs have developed assessment plans and met in all-faculty meetings to develop student learning outcomes and assessments. There are further meetings in 2006 to refine the plans and begin gathering and analyzing data from assessments. The Assessment Team will take a major responsibility to organize the efforts so that the information will be used to improve performance of the programs, which eventually will improve the performance of the college, to accomplish the Goals of the Strategic Plan. In order to maintain quality instruction, continue its steady and impressive overall growth in programs delivery, expand the current number of distance delivered courses and programs for degree and professional certification programs, and sustain current momentum in securing external funding, the College of Education needs the following: (a) the long term retention of all current quality faculty, (b) successful completion of on-going faculty searches, (c) adequate funding during the summer sessions to continue to offer a full complement of required courses for the large number of graduate degree and professional educator certification programs offered by the college, and (d) more resources, especially more faculty positions. The additional faculty positions are most needed in the areas of Educational Psychology, Counselor Education, Special Education, and C&I courses currently taught by non-tenure instructors.