



LOUISIANA BOARD OF REGENTS

2000-2001 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

GRAMBLING STATE UNIVERSITY

Message from the Commissioner:

In compliance with the Higher Education Act of 1998, baseline data are being released on each university in Louisiana with a teacher preparation program as part of a nationwide public accountability effort that began this year. This evaluation of teacher preparation follows earlier and on-going efforts begun in 1999 by Louisiana's Blue Ribbon Commission on Teacher Quality, a systemic reform initiative coordinated by Governor Foster, Board of Regents, and the Board of Elementary and Secondary Education. The information in this report will be used by Regents and BESE as part of a statewide effort to recruit, prepare, and retain more effective teachers throughout the state. To that end, these institutional reports will help colleges and universities, PK-16+ Councils, and PK-16+ Redesign Teams to further improve their programs. Building on this year's data, report cards will be issued on each university annually, beginning next year, to disclose institutional efforts in preparing new teachers.

*E. Joseph Savoie
Commissioner of Higher Education*

Mission and Philosophy of University

Founded in 1901 as a private industrial school to educate African American citizens of north central Louisiana, Grambling State University, a constituent institution in the University of Louisiana System, is now a comprehensive university offering undergraduate, graduate, professional and continuing education programs. All programs are designed to meet the educational needs of a clientele that is primarily statewide and secondarily national and international. Grambling State University assumes in a unique way the role of a public university. It strives:

- To provide equal access to higher education for all applicants regardless of race, color, sex, national origin, age, religion, disability, and veteran status;
- To provide opportunities for students to develop intellectually, to acquire appropriate job skills, and to achieve self-actualization through instruction, research, public service, and special programs which seek to meet the needs of all students, including

Mission and Philosophy of University (Cont'd)

those who have been adversely affected by educational, social, and economic deprivation;

- To generate new knowledge through pure and applied research related to curricular emphases in business, science and technology, nursing, social work, liberal arts, and education;
- To render service to the community and to the citizenry of Louisiana, dedicated to raising the standard of living and enhancing the quality of life through economic development, entrepreneurial activities, and life-long learning;
- To expose students to opportunities that enhance their potential for appreciation of diverse cultures;
- To provide opportunities for students to utilize information technologies in preparation for participation in a global society; and
- To serve as a repository for preserving the heritage of people of African American descent.

Grambling State University endeavors to achieve excellence in higher education through teaching, research, and service governed by the principles of academic freedom. The University believes that education is the cornerstone of an enlightened, creative, and productive society. It strives to be true to its motto: "Grambling State University is the place where everybody is somebody."

Student Characteristics of University

During 1999-2000, Grambling State University had a total enrollment of 4,260 undergraduate and 411 graduate students. A total of 1,989 students were males and 2,682 were females. The majority of the students were from Louisiana with a total of 3,008 in-state students, 1,603 out-of-state students, and 60 foreign students. Among students enrolled in the undergraduate program, 4,097 were black, 106 were white, and 57 were other races. Among students enrolled in the graduate program, 340 were black, 47 were white, and 24 were other races.

Accreditation and Approval of Teacher Preparation Program

Grambling State University is accredited by the Southern Association of Colleges and Schools (SACS) and by the National Council for the Accreditation of Teacher Education (NCATE). All of the university’s teacher preparation programs are approved by the Board of Regents and the Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- Grambling State University is ranked 22nd in conferring B.S. degrees in Education to African-Americans.
- Grambling is ranked 34th in conferring doctoral degrees in Education to African-Americans. (Both of these rankings are found in the 1997 edition of *Black Issues in Higher Education*.)
- Grambling has 750 majors in Teacher Education and Leisure Studies.
- Grambling places 90% of its graduates in the field.
- 97% of the faculty have their doctorates.
- Grambling is the home of the nation’s only doctoral program in Developmental Education with 86 graduates since spring 1988 – all of whom are working in the field.

Teacher Preparation Program Label

The following labels will be assigned to all teacher preparation programs in Louisiana during April 2002 in conjunction with Louisiana’s new Teacher Preparation Accountability System: Exemplary, Quality, Satisfactory, At-Risk, and Low-Performing. Labels have not been assigned to universities in this institutional report.

Teacher Preparation Program Data

The following data have been provided about the teacher preparation program.

<p>1. Total number of students formally admitted to the regular teacher preparation program and enrolled in one or more courses during academic year 1999-2000 including all areas of teaching specialization.</p>	400
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Teacher Preparation Program Data (Cont’d)

<p>2. Total number of students enrolled in the regular teacher preparation program and alternate certification program including all areas of teaching specialization who participated in programs of supervised student teaching or supervised internships during Summer 1999, Fall 1999 and/or Spring 2000.</p>	51
<p>3. Supervising faculty for supervised student teaching and internship experiences.</p>	
<p style="padding-left: 20px;">a. Number of appointed full time faculty in professional education who supervised student teaching/internship experiences during Summer 1999, Fall 1999, and Spring 2000.</p>	7
<p style="padding-left: 20px;">b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 1999, Fall 1999, and Spring 2000.</p>	7
<p style="padding-left: 20px;">c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 1999, Fall 1999, and Spring 2000.</p>	0
<p style="padding-left: 20px;">d. Total number of supervising faculty for the teacher preparation program during 1999-2000.</p>	14
<p>4. Student/faculty ratio for student teaching and internship experiences.</p>	4:1
<p>5. Student participation in student teaching</p>	
<p style="padding-left: 20px;">a. Average number of hours per week required of student participation in supervised student teaching during academic year 1999-2000.</p>	30
<p style="padding-left: 20px;">b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 1999-2000.</p>	15
<p style="padding-left: 20px;">c. Total number of hours required during academic year. 1999-2000 for student teaching.</p>	450



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*Single-Assessment Institution Level
Pass-Rate Data: Regular Teacher
Preparation Program*

Institution Name	Grambling State University
Institution Code	6250
State	Louisiana
Number of Program Completers Submitted	49
Number of program Completers found, matched, and used in passing rate Calculations¹	48

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
COMMUNICATION SKILLS	500	39	39	100%	1928	1918	99%
GENERAL KNOWLEDGE	510	43	41	95%	1916	1899	99%
PPST READING	710				18	15	83%
CBT READING	711				32	29	91%
PPST WRITING	720				20	16	80%
CBT WRITING	721				30	26	87%
PPST MATHEMATICS	730				22	16	73%
CBT MATHEMATICS	731	2			48	43	90%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520	40	40	100%	1415	1386	98%
PRINCIPLES LEARNING & TEACHING K-6	522	1			330	281	85%
PRINCIPLES LEARNING & TEACHING 7-12	524	6			216	183	85%
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010	6			694	667	96%
ELEM ED CURR INSTRUC ASSESSMENT	011	12	7	58%	450	373	83%
ELEM ED CONTENT AREA EXERCISES	012	12	9	75%	445	421	95%
EARLY CHILDHOOD EDUCATION	020				77	76	99%
BIOLOGY AND GENERAL SCIENCE	030	3			52	47	90%
ENGLISH LANGUAGE AND LITERATURE	040	1			65	56	86%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			66	48	73%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number taking assessment" since a completer can take more than one assessment.



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Pass-Rate Data: Regular Teacher
Preparation Program (Cont'd)*

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Institution Code	6250
State	Louisiana
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<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Academic Content Areas							
ENG LANG LIT COMP PEDAGOGY	043	1			54	50	93%
MATHEMATICS	060	2			60	49	82%
CHEM PHYSICS AND GENERAL SCIENCE	070				10	6	60%
SOCIAL STUDIES	080				58	51	88%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	7			68	53	78%
SOCIAL STUDIES: INTERPRET MATERIALS	083	6			63	51	81%
PHYSICAL EDUCATION	090	7			132	121	92%
BUSINESS EDUCATION	100	4			32	27	84%
MUSIC EDUCATION	110				62	55	89%
FRENCH	170				6		
GERMAN	180				1		
SPANISH	190				3		
Other Content Areas							
HOME ECONOMICS EDUCATION	120				14	14	100%



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¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number taking assessment" since a completer can take more than one assessment.

Institution Name	Grambling State University					
Institution Code	6250					
State	Louisiana					
Number of Program Completers Submitted	49					
Number of Program Completers found, matched, and used in passing rate Calculations¹	48					
	Statewide					
Type of Assessment²	Number Taking Assessment³	Number Passing Assessment⁴	Institutional Pass Rate	Number Taking Assessment³	Number Passing Assessment⁴	Statewide Pass Rate
Aggregate - Basic Skills	46	44	96%	1992	1957	98%
Aggregate - Professional Knowledge	47	45	96%	1961	1850	94%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	43	28	65%	1832	1627	89%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				14	14	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	48	31	65%	2057	1795	87%

**Aggregate and Summary Institution-Level
Pass-Rate Data:
Regular Teacher Preparation Program**

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.