



LOUISIANA BOARD OF REGENTS

2001-2002 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

GRAMBLING STATE UNIVERSITY

Message from the Commissioner:

We are pleased to offer the following reports on teacher education programs in Louisiana's colleges and universities. This information is important to our continuing efforts to keep the public informed about the quality of our teacher preparation programs. Last year (2000-2001) was a baseline year for the reporting of data. This year, the first factor used in our comprehensive accountability program is being released – student passage rates on the teacher certification examination (PRAXIS). Additional factors will be assessed in the coming years in an effort to develop an overall assessment of teacher preparation programs that is meaningful and serves as a catalyst for continued reform. As a result of authentic partnerships now being created between universities and districts to recruit, prepare, and retain teachers, we are building upon our united goal of providing every child in Louisiana caring and qualified teachers in every class every year. We commend our universities and districts for their ongoing commitment to improve education in Louisiana.

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,

Mission and Philosophy of University (Cont'd)

research, public service, and special programs which seek to meet the needs of all students, including 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 Fall 2000, Grambling State University had a total enrollment of 4,289 undergraduate and 427 graduate students. A total of 1,985 students were males and 2,731 were females. The majority of the students were from Louisiana with a total of 3,159 in-state students, 1,493 out-of-state students, and 64 foreign students. Among students enrolled in the undergraduate program, 4,069 were black, 159 were white, and 61 were other races. Among students enrolled in the graduate program, 359 were black, 55 were white, and 13 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 472 majors in Teacher Education.
- Grambling places 90% of its graduates in the field.
- Grambling is the home of the nation's only doctoral program in Developmental Education with 88 graduates since spring 1988 - all of whom are working in the field.

Teacher Preparation Program Data

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

1. Total number of students formally admitted to the regular teacher preparation program and enrolled in one or more courses during academic year 2000-2001 including all areas of teaching specialization.	125
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 2000, Fall 2000, and/or Spring 2001.	37

Teacher Preparation Program Data (Cont’d)

3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	14
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	0
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	0
d. Total number of supervising faculty for the teacher preparation program during 2000-2001.	14
4. Student/faculty ratio for student teaching and internship experiences.	2:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2000-2001.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2000-2001.	15
c. Total number of hours required during academic year 2000-2001 for student teaching.	450



LOUISIANA BOARD OF REGENTS
2001-2002 TEACHER PREPARATION ACCOUNTABILITY SYSTEM
GRAMBLING STATE UNIVERSITY

In compliance with the Higher Education Act of 1998, Louisiana has created a Teacher Preparation Accountability System that is assessing the performance of teacher preparation programs within the state. During the first phase of the accountability system, the performance of regular and alternate certification students on the state teachers' examination (PRAXIS) is being assessed. During each succeeding year, additional factors will be assessed to examine such areas as: increased quantity in critical shortage areas; ratings by first year teachers of their teacher preparation program; ratings of programs by first year teachers' mentors; retention of teachers after three years of teaching; and university-district partnerships. The purpose of this accountability system is to clearly demonstrate to the public that all universities and colleges in the state are diligently working to address the need to produce quality teachers who are effective when working with PK-12 students.

GRADE FOR PERFORMANCE ON STATE TEACHERS' EXAMINATION

Grambling State University has been assigned a grade of **Below C (Low Performing)** for the performance of regular and alternate certification program completers on the state teachers' examination (PRAXIS). The following scale was used to determine performance grades: A+ (Exemplary) = 98-100% Passage Rate; A = 92-97% Passage Rate; B = 86-91% Passage Rate; C (At-Risk) = 80-85% Passage Rate; Below C (Low Performing) = Below 80% Passage Rate.

PASSAGE RATES OF ALL REGULAR AND ALTERNATE CERTIFICATION PROGRAM COMPLETERS

The following table summarizes passage rates of regular and alternate certification program completers during 1999-2000, 2000-2001, and both years for **Grambling State University**.

1999-2000 PROGRAM COMPLETERS			2000-2001 PROGRAM COMPLETERS			TOTAL 1999-2000 & 2000-2001 PROGRAM COMPLETERS		
Type of Certification Program	Number Passed	% Passed	Type of Certification Program	Number Passed	% Passed	Type of Certification Program	Number Passed	% Passed
Regular	31 out of 48 students	65%	Regular	23 out of 41 students	56%	Regular	54 out of 89 students	61%
Alternate	1 out of 1 student	100%	Alternate	4 out of 4 students	100%	Alternate	5 out of 5 students	100%
Total	32 out of 49 students	65%	Total	27 out of 45 students	60%	Total	59 out of 94 students	63%

PROCESS TO DETERMINE GRADES

Grades are based upon either the passage rates of program completers during the most recent academic year (2000-2001) OR average passage rates of program completers during the previous two years (1999-2000 and 2000-2001). The highest of the two passage rates is used to determine the actual grade. This process is used to adjust for three conditions: (1) limited number of program completers at institutions with small teacher preparation programs; (2) variance in student populations over a two-year time period; and (3) significant improvements occurring at institutions over a two-year time period.



PRAXIS EXAMINATION PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS 2000-2001 REGULAR PROGRAM COMPLETERS

ENTRY REQUIREMENTS FOR TEACHER PREPARATION PROGRAMS

All regular and alternate certification students must pass the following PRAXIS subtests to be formally admitted to a teacher preparation program at a college or university in Louisiana. Regular students are those who are completing a program of study to graduate with a baccalaureate degree in education. Alternate certification students are those who already possess a baccalaureate degree outside of education and are completing an alternate certification program to become certified to teach.

Type of Assessment: Basic Skills

- (1) Communications Skills and General Knowledge **OR**
- (2) Reading, Writing, and Mathematics

State law requires all students to take all required PRAXIS subtests prior to graduation, but it does not require students to pass the subtests. Individual institutions have developed their own policies that require students to pass the PRAXIS subtests to graduate.

TEACHER CERTIFICATION REQUIREMENTS IN LOUISIANA

To be certified to teach in Louisiana, individuals must complete an approved teacher preparation program, possess a 2.5 grade point average, pass the Basic Skills subtests, and pass PRAXIS subtests in the following areas:

Type of Assessment: Professional Knowledge

- (1) Professional Knowledge **OR**
- (2) Principles Learning & Teaching K-6 **OR**
- (3) Principles Learning & Teaching 7-12

AND

Type of Assessment: Academic Content Areas The subtests vary according to the areas of certification.

REQUIREMENTS OF THE HIGHER EDUCATION ACT OF 1998

The Higher Education Act of 1998 requires all institutions in the United States with teacher preparation programs to issue institutional reports on a yearly basis which contain information specified by the U.S. Department of Education. In addition, the Act requires institutions to provide the public with specific information pertaining to the passage rates of regular program completers on individual subtests. The following pages contain a report developed by the Educational Testing Service to provide a breakdown of program completer performance on individual subtests.

A similar report is currently being developed by the Educational Testing Service regarding the performance of 2000-2001 alternate certification program completers on individual subtests. Once the report is received, it will be placed on the Board of Regents web site (<http://www.regents.state.la.us>).



**HEA - Title II
2000-2001 Academic Year
Regular Program Completers**

Institution Name	Grambling State University
Institution Code	6250
State	Louisiana
Number of Program Completers Submitted	41
Number of Program Completers found, matched, and used in passing rate Calculations	41

<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>
Basic Skills				
COMMUNICATION SKILLS	500	26	25	96%
GENERAL KNOWLEDGE	510	23	23	100%
PPST READING	710	3		
CBT READING	711	4		
PPST WRITING	720	5		
CBT WRITING	721	2		
PPST MATHEMATICS	730	6		
CBT MATHEMATICS	731	11	9	82%
Professional Knowledge				
PROFESSIONAL KNOWLEDGE	520	12	12	100%
PRINCIPLES LEARNING & TEACHING K-6	522	12	12	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	16	14	88%
Academic Content Areas				
EDUCATION IN THE ELEMENTARY SCHOOL	010			
ELEM ED CURR INSTRUC ASSESSMENT	011	14	9	64%
ELEM ED CONTENT AREA EXERCISES	012	14	14	100%
EARLY CHILDHOOD EDUCATION	020			
BIOLOGY AND GENERAL SCIENCE	030			
ENGLISH LANGUAGE AND LITERATURE	040			
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	4		
ENG LANG LIT COMP PEDAGOGY	043	3		



**HEA - Title II
2000-2001 Academic Year
Regular Program Completers (Cont'd)**

Institution Name	Grambling State University
Institution Code	6250
State	Louisiana
Number of Program Completers Submitted	41
Number of Program Completers found, matched, and used in passing rate Calculations	41

<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>
Academic Content Areas (Cont'd)				
MATHEMATICS	060	1		
CHEM PHYSICS AND GENERAL SCIENCE	070			
SOCIAL STUDIES	080			
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	2		
SOCIAL STUDIES: INTERPRET MATERIALS	083			
PHYSICAL EDUCATION	090	6		
BUSINESS EDUCATION	100	3		
MUSIC EDUCATION	110	3		
HOME ECONOMICS EDUCATION	120	1		
FRENCH	170			



**HEA - Title II
2000-2001 Academic Year
Regular Program
Completers (Cont'd)**

Institution Name	Grambling State University
Institution Code	6250
State	Louisiana
Number of Program Completers Submitted	41
Number of Program Completers found, matched, and used in passing rate Calculations	41

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>
Aggregate - Basic Skills	40	37	93%
Aggregate - Professional Knowledge	40	38	95%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	35	19	54%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)			
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)			
Aggregate - Performance Assessments			
Summary Totals and Pass Rates	41	23	56%