LOUISIANA BOARD OF REGENTS
2000-2001 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

SOUTHEASTERN LOUISIANA 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 of University

The mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of southeast Louisiana.

Student Characteristics of University

During 1999-2000, Southeastern Louisiana University had a total enrollment of 13,484 undergraduate and 1,715 graduate students. A total of 5,634 students were males and 9,565 were females. The majority of the students were from Louisiana with a total of 14,745 in-state students, 264 out-of-state students, and 190 foreign students. Among students enrolled in the undergraduate program, 1,754 were black, 11,223 were white, and 507 were other races. Among students enrolled in the graduate program, 227 were black, 1,394 were white, and 94 were other races.

Accreditation and Approval of Teacher Preparation Program

Southeastern Louisiana 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

- Southeastern was the first school in the state and one of the first in the nation to institute a "teacher guarantee" program, ensuring its education graduates know their subject matter, can teach to a diverse student population, and can infuse technology throughout the curriculum. The program is in effect in 10 area school districts.

- For more than 25 years, Southeastern education students have been required to gain extensive classroom experience in area schools prior to even beginning their student teaching. All College of Education and Human Development students also participate in group screening interviews to assess potential for success in the teaching profession.

- Southeastern sponsors the Teacher Scholars Program, which provides intensive mentoring and an accelerated master's degree for new, first-year teachers. The results: after four years, 97% of those teachers are still in the classroom.

- Southeastern pioneered satellite delivery of courses for teacher certification and was the first university to offer an alternate certification program using compressed video and the Internet. A $1.8 million Congressional appropriation will allow Southeastern to offer alternate certification throughout the nation, allowing individuals to gain certification any time, any place.

- The Southeastern Laboratory School is ranked number 5 among all public elementary schools in the state.

Notable Features and Accomplishments of Teacher Preparation Program (Cont')

- Historically, Southeastern ranks near the top in the number of teachers certified in the state. The Louisiana "Teachers of the Year" for the last three years have been Southeastern graduates, and Southeastern is ranked number two in the state for the number of graduates who are nationally board certified.

- Southeastern's mentor teachers, who supervise the student teachers in area schools, have benefited from high quality professional development programs, such as the university's Early Literacy Initiative, conducted as a summer institute and which has become a statewide model for its positive results in student achievement.

- The state's only Principal Internship Program for all new public school principals is conducted at Southeastern, blending business management training from the College of Business and Technology with the leadership curriculum offered through the College of Education and Human Development.

- The College of Education and Human Development has benefited from increased external funding over the past several years, reaching a level of $2.4 million in grants for 1999-2000.

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.

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.   925

Teacher Preparation Program Data (Cont'd)

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.   300

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 1999, Fall 1999, and Spring 2000.   34

   b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 1999, Fall 1999, and Spring 2000.   7

   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.   30

   d. Total number of supervising faculty for the teacher preparation program during 1999-2000.   71

4. Student/faculty ratio for student teaching and internship experiences.   4:1

5. Student participation in student teaching.

   a. Average number of hours per week required of student participation in supervised student teaching during academic year 1999-2000.   30

   b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 1999-2000.   15

   c. Total number of hours required during academic year 1999-2000 for student teaching.   450

ETS Educational Testing Service	HEA - Title II 1999-2000 Academic Year	LOUISIANA BOARD OF REGENTS 2000-2001 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

Institution Name	Southeastern Louisiana University
Institution Code	6656
State	Louisiana
Number of Program Completers Submitted	244
Number of program Completers found, matched, and used in passing rate Calculations [1]	243

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

March 23, 2001

					Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Basic Skills							
COMMUNICATION SKILLS	500	234	234	100%	1928	1918	99%
GENERAL KNOWLEDGE	510	235	235	100%	1916	1899	99%
PPST READING	710				18	15	83%
CBT READING	711	1			32	29	91%
PPST WRITING	720				20	16	80%
CBT WRITING	721	1			30	26	87%
PPST MATHEMATICS	730				22	16	73%
CBT MATHEMATICS	731	1			48	43	90%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520	172	172	100%	1415	1386	98%
PRINCIPLES LEARNING & TEACHING K-6	522	41	39	95%	330	281	85%
PRINCIPLES LEARNING & TEACHING 7-12	524	24	22	92%	216	183	85%
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010	93	93	100%	694	667	96%
ELEM ED CURR INSTRUC ASSESSMENT	011	54	51	94%	450	373	83%
ELEM ED CONTENT AREA EXERCISES	012	54	53	98%	445	421	95%
EARLY CHILDHOOD EDUCATION	020				77	76	99%
BIOLOGY AND GENERAL SCIENCE	030	10	10	100%	52	47	90%
ENGLISH LANGUAGE AND LITERATURE	040	2			65	56	86%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	3			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.

ETS Educational Testing Service

HEA - Title II 1999-2000 Academic Year

LOUISIANA BOARD OF REGENTS

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Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program (Cont'd)

March 23, 2001

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Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Academic Content Areas							
ENG LANG LIT COMP PEDAGOGY	043	3			54	50	93%
MATHEMATICS	060	5			60	49	82%
CHEM PHYSICS AND GENERAL SCIENCE	070				10	6	60%
SOCIAL STUDIES	080	5			58	51	88%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	9			68	53	78%
SOCIAL STUDIES: INTERPRET MATERIALS	083	9			63	51	81%
PHYSICAL EDUCATION	090	18	18	100%	132	121	92%
BUSINESS EDUCATION	100	3			32	27	84%
MUSIC EDUCATION	110	4			62	55	89%
FRENCH	170				6		
GERMAN	180				1		
SPANISH	190				3		
Other Content Areas							
HOME ECONOMICS EDUCATION	120	1			14	14	100%

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

March 23, 2001

Type of Assessment[2]	Number Taking Assessment[3]	Number Passing Assessment[4]	Institutional Pass Rate	Statewide		
				Number Taking Assessment[3]	Number Passing Assessment[4]	Statewide Pass Rate
Aggregate - Basic Skills	236	236	100%	1992	1957	98%
Aggregate - Professional Knowledge	237	233	98%	1961	1850	94%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	206	199	97%	1832	1627	89%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	1			14	14	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
Summary Totals and Pass Rates[5]	243	233	96%	2057	1795	87%

[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.