



LOUISIANA BOARD OF REGENTS

2004-2005 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

SOUTHEASTERN LOUISIANA UNIVERSITY

Message from the Commissioner:

This annual institutional report is part of a comprehensive, cooperative effort by Louisiana's entire education community – postsecondary education and elementary and secondary stakeholders alike - to ensure that Louisiana's public and private teacher education programs are of the highest quality, and to keep Louisiana's citizens informed about this critically-important enterprise. In 2002, the first year of our accountability program, student passage rates on the teacher certification examination (PRAXIS) were the sole criteria. In 2003 the formula was expanded to make the scores even more indicative of program quality. Scores are calculated using a weighted formula that takes into account each institution's regular and alternate certification completer rate (with extra points for completers who meet definitions for identified shortage areas), the PRAXIS examination passage rate, and the score on a survey measuring completer satisfaction. Our goal with this reporting system is to help ensure that Louisiana's colleges and universities are producing qualified, effective, caring teachers for all of our students.

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 Fall 2003, the university had a total enrollment of 13,629 undergraduate and 2,033 graduate students. A total of 5,608 students were males and 10,054 were females. The majority of the students were from Louisiana with a total of 15,099 in-state students, 403 out-of-state students, and 160 foreign students. Among students enrolled in the undergraduate program, 2,125 were black, 10,864 were white, and 640 were other races. Among students enrolled in the graduate program, 270 were black, 1,648 were white, and 115 were other races.

Accreditation and Approval of Teacher Preparation Program

The university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). In addition, the university is accredited 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 Board of Elementary and Secondary Education.

Notable Features and Accomplishments of Teacher Preparation Program

- Dr. Diane D. Allen, formerly associate dean for Outreach, Research and Professional Development at the University of North Texas, has assumed duties as the new dean of the College of Education and Human Development. A specialist in the areas of reading and literacy, Allen said Southeastern's reputation as an excellent school of education, as well as the warmth and enthusiasm of the faculty, were major factors in attracting her to the university.
- Southeastern is the only university in Louisiana who holds membership in the Renaissance Group, a group of 36 universities chosen because of the quality of their teacher education programs.
- Two Southeastern supervising teachers received the 2004 Distinguished Clinician in Teacher Education Award from the Louisiana Association of Teacher Educators. They were as follows: Daphne B. Lucas for the middle school level, Albany Middle School and Janis Vicknair for the high school level, Springfield High School.
- Southeastern Louisiana University is the site of the first Louisiana local chapter of the National Association for Multicultural Education (NAME). The chapter, Florida Parishes Association of Multicultural Education, was established this past year. Dr. Celina Echols, Associate Professor, Department of Educational Leadership and Technology, serves as Region 6 Director for NAME representing the states of Alabama, Louisiana, New Mexico, Oklahoma, and Texas.

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

- The first graduates of Southeastern's new alternative certification program, The Master of Arts in Teaching Degree, completed their degrees in Spring 2004. There were 16 graduates meeting all certification requirements. Eleven more MAT students completed certification in Fall 04 with more than 20 expected in Spring 05.
- The U. S. Department of Education awarded the College of Education and Human Development 1.8 million dollars for 5 years for two Title III - National Professional Development Projects. The goals of Project IMPACT and Project TEACH are to increase the knowledge and skills of faculty members and pre-service at Southeastern and educators, non-instructional staff, and school administrators who serve limited English proficient (LEP) students in 5 partner school districts, East Baton Rouge, Jefferson, Lafayette, Livingston, and Tangipahoa.
- Southeastern(along with three other Louisiana universities) has received a \$3.6 million grant from the Wallace Foundation titled the State Action for Education Leadership Project II (SAELPII). The grant is being disbursed to four university/school district partnerships throughout the state. Through the Department of Educational Leadership and Technology, Southeastern Louisiana University is participating in one of the four collaborative partnerships with six of its district schools, City of Bogalusa, Livingston, St. Helena, St. Tammany, Tangipahoa, and Washington to form a leadership network. The network is designed to provide identification, recruitment, mentoring, professional development, support, and empowerment of school leaders in order to assure highly qualified and effective school leaders in every school, thereby providing the opportunity for students to achieve to their highest potential.
- Participation in the Hearst Foundation: Rural Schools and Community Trust is providing Southeastern another opportunity to partner with one of the area school districts, St. Helena Parish. Through this partnership, university faculty work with educators in St. Helena Parish to use action research to define problems and to assess and inform decisions in order to have a positive impact on student achievement and community involvement in St. Helena Schools.

Teacher Preparation Program Data

- | | |
|---|-----|
| 1. Total number of students formally admitted to the regular teacher preparation program and enrolled in one or more courses during | 961 |
|---|-----|

Teacher Preparation Program Data (Cont/d)

- | | |
|---|------|
| academic year 2003-2004 including all areas of teaching specialization. | |
| 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 2003, Fall 2003, and/or Spring 2004. | 227 |
| 3. Supervising faculty for supervised student teaching and internship experiences. | |
| a. Number of appointed full time faculty in professional education. | 22 |
| b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2003, Fall 2003, and Spring 2004. | 3 |
| c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2003, Fall 2003, and Spring 2004. | 17 |
| d. Total number of supervising faculty for the teacher preparation program during 2003-2004. | 42 |
| 4. Student/faculty ratio for student teaching and internship experiences. | 4.12 |
| 5. Student participation in student teaching. | |
| a. Average number of hours per week required of student participation in supervised student teaching during academic year 2003-2004. | 35 |
| b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2003-2004. | 15 |
| c. Total number of hours required during academic year 2003-2004 for student teaching. | 270 |

**LOUISIANA BOARD OF REGENTS
2004-2005 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

Southeastern Louisiana University

In compliance with the Higher Education Act of 1998, Louisiana created a Teacher Preparation Accountability System to assess the performance of teacher preparation programs within the State. During the first phase (2001-2002) of the accountability system, the performance of the regular and alternate certification students on the state teachers' examination (PRAXIS) was assessed. During the second phase (2002-2004), the quantity of program completers at each institution and the performance of each institution (e.g., performance of regular and alternate certification students on the state teachers' examination (PRAXIS) and ratings by teachers of their satisfaction with their teacher preparation programs) are being assessed. In the future, additional factors will be assessed to examine such areas as: 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 working diligently to produce quality teachers who work effectively with PK-12 students.

I. INSTITUTIONAL PERFORMANCE INDEX

**A. Grade Performance of 2003-2004 Regular and Alternate Certification Program Completers on Certification Index
(Percentage of students who passed the PRAXIS examination)**

Grade: A+

PRAXIS Passage Rate: 100%

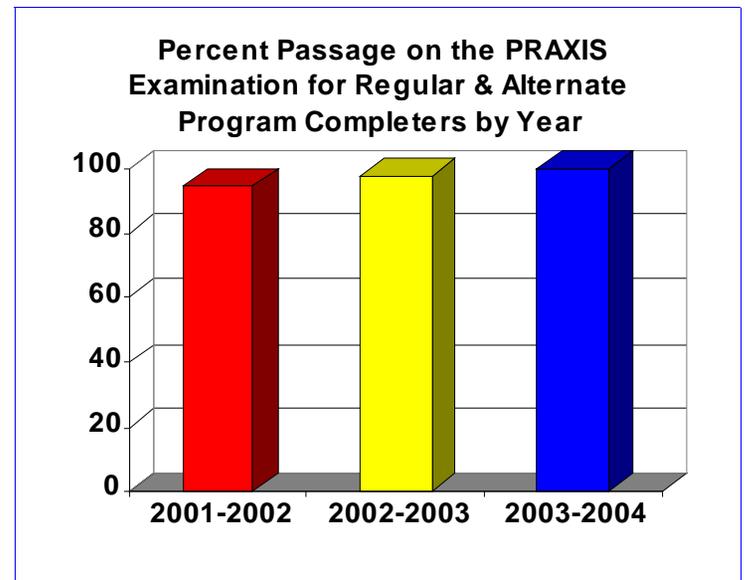
Scaled Score: 136

The 2003-2004 PRAXIS passage rate has changed by 5.6% from the 2001-2002 rate of 94.4% and 2.8% from the 2002-2003 rate of 97.2%.

The following scale was used to determine passage rate grades:

- A+ = 98%-100% Passage Rate
- A = 92%-97% Passage Rate
- B = 86%-91% Passage Rate
- C = 80%-85% Passage Rate
- Below C = below 80% Passage Rate

See Appendix A for a breakdown of scores.



Southeastern Louisiana University (Continued)

I. INSTITUTIONAL PERFORMANCE INDEX (continued)

B. Grade for Ratings of 2002-2003 Program Completers on Graduate Satisfaction Survey

Grade: A

Mean Score of Survey Respondents: 121.58 over 1 year

Total Number of Survey Respondents: 95

Respondents' Scaled Score: 112

The following scale was used to determine grades for mean responses on surveys:

A+	=	128 & above
A	=	117.0 – 127.9
B	=	107.0 – 116.9
C	=	93.0 – 106.9
Below C	=	below 93.0

See Appendix B for a breakdown of scores.

II. QUANTITY INDEX

Grade for Quantity Score (See Appendix C for a breakdown of scores.)

Grade: A

Quantity Score: 299.5

Baseline Score: 279

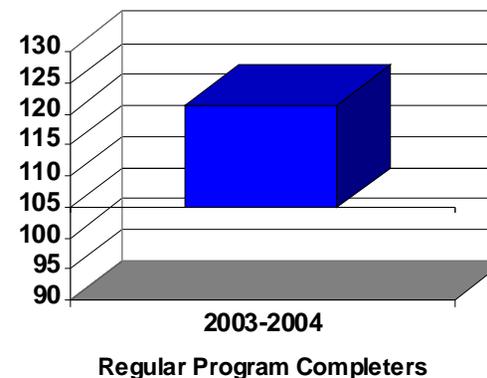
Percent Difference from Baseline: 7.35%

Scaled Score: 105

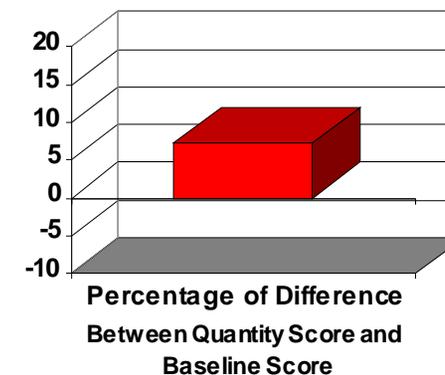
The following scale was used to determine quantity grades based upon percentage difference between the 2002-2003 Quantity Score and Baseline Score:

A+	=	+15% and above
A	=	+5% to +14% difference
B	=	-3% to +4% difference
C	=	-4% to -15% difference
Below C	=	-16% and greater difference

New Teachers' Mean Scores on Satisfaction Surveys



Quantity of 2003-2004 Regular & Alternate Program Completers



of

Southeastern Louisiana University (Continued)

III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

A. Teacher Preparation Performance Score	=	(Institutional Performance Index + Quantity Index) ÷ 2
	=	{([Certification Scaled Score x .875] + [Graduate Satisfaction Scaled Score x .125]) + Quantity Scaled Score} ÷ 2
	=	{([136 x .875] + [112 x .125]) + 105} ÷ 2
	=	(133 + 105) ÷ 2
	=	238 ÷ 2
	=	119

Note: The Graduate Satisfaction Survey has been given a weight of .125 instead of .25 due to the fact that only the regular program completers' data were used. Future accountability cycles will use surveys administered to both regular and alternate program completers.

B. Teacher Preparation Performance Label	=	High Performing
The following scale was used to assign the label:		
Exemplary Teacher Preparation Program	=	Teacher Preparation Performance Score of 125.0 and above
High Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 100.0 – 124.9
Satisfactory Teacher Preparation Program	=	Teacher Preparation Performance Score of 80.0 – 99.9
At-Risk Teacher Preparation Program	=	Teacher Preparation Performance Score of 50.0 – 79.9
Low Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 0 – 49.9

APPENDIX A

SOUTHEASTERN LOUISIANA UNIVERSITY

**PRAXIS EXAMINATION
PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS
2003-2004 PROGRAM COMPLETERS**

TYPES OF RESPONSES	NUMBER PASSED	TOTAL NUMBER	PERCENTAGE PASSED
2003-2004 Regular Program Completers	188	188	100%
2003-2004 Alternate Program Completers	33	33	100%
Total	221	221	100%

Passage Rate Reports are not prepared for program completers from individual campuses who have completed all university course requirements for alternate certification, passed all PRAXIS examinations for certification, and completed three years of successful teaching in place of student teaching/internships. The numbers of alternate certification program completers who fit this category are listed in Appendix C. All have passed 100% of the PRAXIS examinations.



**HEA - Title II
2003-2004 Academic Year
Regular Program
Completers
Passage Rate Report**

Institution Name	SOUTHEASTERN LOUISIANA UNIV
Institution Code	6656
State	Louisiana
Number of Program Completers Submitted	188

<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							
COMMUNICATIONS SKILLS	500	1			4		
GENERAL KNOWLEDGE	510	2			5		
PPST READING	710	13	13	100%	97	97	100%
CBT READING	711	127	127	100%	605	605	100%
PPST WRITING	720	12	12	100%	96	96	100%
CBT WRITING	721	128	128	100%	601	601	100%
PPST MATHEMATICS	730	10	10	100%	85	85	100%
CBT MATHEMATICS	731	127	127	100%	585	585	100%
COMPUTERIZED PPST READING	5710	36	36	100%	485	485	100%
COMPUTERIZED PPST WRITING	5720	36	36	100%	490	490	100%
COMPUTERIZED PPST MATHEMATICS	5730	39	39	100%	513	513	100%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520	1			4		
PRINCIPLES LEARNING & TEACHING K-6	522	152	152	100%	1070	1062	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				5		
PRINCIPLES LEARNING & TEACHING 7-12	524	35	35	100%	453	449	99%
Academic Content Areas							
ELEMENTARY EDUCATION	010				1		
ELEM ED CURR INSTRUC ASSESSMENT	011	9			135	131	97%
ELEM ED CONTENT AREA EXERCISES	012	10	10	100%	136	135	99%
ELEMENTARY ED CONTENT KNOWLEDGE	014	135	135	100%			



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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							
ELEMENTARY ED CONTENT KNOWLEDGE	014	135	135	100%	780	773	99%
EARLY CHILDHOOD EDUCATION	020				86	86	100%
BIOLOGY AND GENERAL SCIENCE	030	5			29	29	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	8			87	87	100%
ENG LANG LIT COMP PEDAGOGY	043	8			87	87	100%
MATHEMATICS	060	3			21	21	100%
MATHEMATICS CONTENT KNOWLEDGE	061				2		
CHEM PHYSICS AND GENERAL SCIENCE	070				5		
SOCIAL STUDIES	080				1		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	6			96	94	98%
SOCIAL STUDIES: INTERPRET MATERIALS	083	6			96	96	100%
PHYSICAL EDUCATION	090	6			58	58	100%
PHY EDUCATION: CONTENT KNOWLEDGE	091				2		
BUSINESS EDUCATION	100				9		
MUSIC EDUCATION	110	1			28	28	100%
MUSIC CONTENT KNOWLEDGE	113				4		
FAMILY AND CONSUMER SCIENCES	120				7		
MIDDLE SCHOOL SUBJECTS: CK	146				1		
FRENCH	170				1		



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2003-2004 Academic Year
Regular Program
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Number of Program Completers Submitted	188

<i>Type of Assessment</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>
Aggregate - Basic Skills	179	179	100%	1203	1203	100%
Aggregate - Professional Knowledge	188	188	100%	1532	1520	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	177	177	100%	1364	1350	99%
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	188	188	100%	1542	1521	99%

APPENDIX B

SOUTHEASTERN LOUISIANA UNIVERSITY

***HEA - Title II
2003-2004 Academic Year
Alternate Certification Program Completers
Passage Rate Reports have not yet
been provided to states by
the Educational Testing Service.***

Items	Mean by Item	Number of Responses			
		Strongly Disagree	Disagree	Agree	Strongly Agree
Planning					
1. Specify learning objectives in terms of clear, concise student outcomes.	3.64	0	0	34	61
2. Plan a series of activities that help my students achieve those objectives.	3.58	0	0	40	55
3. Successfully identify individual student differences in the context of a whole class.	3.27	0	4	61	30

* As written, the survey contains 35 items. Technical difficulties with administration caused item 35 not to be administered. This score represents an adjustment to the 34-item mean to represent its equivalent out of 35 items. This was necessary in order to convert the survey scores to scaled scores for the accountability system.

4. Implement accommodations for individual student differences.	3.16	1	4	69	21
Instruction					
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.4	0	1	55	39
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.58	0	2	36	57
7. Integrate a variety of materials to achieve lesson objectives.	3.49	0	4	40	51
8. Change or adjust a lesson to respond to my students' outcomes.	3.49	0	2	44	49
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.26	0	8	54	33
10. Implement teacher-directed or student-centered activities that result in student learning.	3.54	0	0	44	51
11. Successfully plan for individual student differences in the context of a whole class.	3.08	1	10	64	20
12. Open, develop, and close a lesson effectively.	3.64	0	2	30	63
13. Integrate technology into my lessons.	3.38	0	8	43	44
14. Successfully present content at a developmentally appropriate level.	3.46	0	5	41	49
15. Effectively use appropriate formal and informal assessment techniques.	3.53	0	1	43	51
16. Provide timely feedback to my students.	3.51	0	4	39	52
17. Produce evidence of student academic growth.	3.27	0	10	49	36

18. Employ effective teaching practices as modeled by faculty.	3.42	0	1	53	41
Instruction					
19. Relate examples, real-life situations, or current events to the content being taught.	3.64	0	1	32	62
20. Teach in one or more subject areas.	3.53	2	6	27	60
21. Communicate effectively with students.	3.67	0	1	29	65
22. Encourage participation from all students.	3.67	0	2	27	66
23. Monitor the ongoing performance of students.	3.52	0	3	40	52
Management					
24. Facilitate learning by organizing available space, materials, and equipment.	3.56	0	2	38	55
25. Maintain a positive learning environment.	3.69	0	1	27	67
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.48	0	5	39	51
27. Manage and adjust my time to ensure that learning objectives are met.	3.46	0	5	41	49
28. Clearly communicate my expectations for appropriate behavior to my students.	3.54	0	4	36	55
29. Monitor and respond to appropriate student behavior in an effective way.	3.58	0	3	34	58
30. Monitor and respond to inappropriate student behavior in an effective way.	3.47	1	6	35	53

School Improvement					
31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	3.22	0	13	48	34
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.31	1	6	51	37
33. Collaboratively and effectively work with colleagues.	3.58	0	0	40	55
34. Understand the importance of and plan for professional development.	3.46	0	8	35	52
Overall		poor			excellent
Overall, how would you rate the effectiveness of your teacher preparation program in preparing you to improve student learning?	technical difficulties: data not collected				

APPENDIX C

SOUTHEASTERN LOUISIANA UNIVERSITY

2004-2005 POINTS FOR QUANTITY INDEX

BASELINE SCORE

A Baseline Score has been established for each individual teacher preparation program in Louisiana. The Baseline Score is the total number of regular and alternate program completers that completed teacher preparation programs between the dates of July 1, 2000 – June 30, 2001.

QUANTITY POINTS

A. 2003-2004 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2003 – June 30, 2004.

Program Completers Undergraduates	Program Completers Alternate Certification Courses with Internship/Student Teaching	Program Completers Alternate Certification Courses with 3 Years of Successful Teaching	Program Completers TOTAL
188	33	25	246

B. BONUS POINTS

In addition, one-half a point is assigned to every 2003-2004 regular and alternate program completer that met the criteria for each of the following teacher shortage areas.

Teacher Shortage Areas	Program Completers Undergraduates	Program Completers Alternate Certification Courses with Internship/ Student Teaching	Program Completers Alternate Certification Courses with 3 Years of Successful Teaching
MINORITIES	15	3	8
MATHEMATICS	7	1	1

SCIENCE	General Science	5	3	1
	Biology	5	2	1
	Chemistry	2	1	
	Physics		1	
	Earth Science			
	Environmental Science			
MIDDLE SCHOOL				
SPECIAL EDUCATION		15	13	18
MALE	Early Childhood			
	Elementary	1		
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)		4		
Subtotals for Bonus Points		54	24	29
TOTAL BONUS POINTS		107/2 = 53.5		

TOTAL POINTS: 246 + 53.5 = 299.5