



BOARD OF REGENTS

2000-2001 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

SOUTHERN UNIVERSITY AND A&M COLLEGE

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

Southern University and A&M College, a publicly supported, coeducational, land-grant, historically Black, comprehensive institution, prepares students to compete globally in their respective professions and to engage in advanced study in graduate and professional schools. The University offers its students a broad education that prepares them to meet the changing demands of a global society. The University provides a core of liberal arts courses, quality academic programs, and support services to meet the diverse needs and abilities of all qualified students.

The University's admissions policy is grounded in the belief that opportunity and quality can coexist in a diverse educational environment. To this end, the University offers a wide range of learning opportunities designed to allow students of different abilities to obtain an education that will withstand rigorous scrutiny.

The University offers programs of study ranging from associate degrees to doctoral and professional degrees. Educational opportunities are provided for traditional and nontraditional students, offering scholarly interaction among diverse people.

Student Characteristics of University

During 1999-2000, Southern University in Baton Rouge had a total enrollment of 7,767 undergraduate and 1,578 graduate students. A total of 3,796 students were males and 5,549 were females. The majority of the students were from Louisiana with a total of 7,799 in-state students, 1,379 out-of-state students, and 167 foreign students. Among students enrolled in the undergraduate program, 7,556 were black, 105 were white, and 106 were other races. Among students enrolled in the graduate program, 1,257 were black, 247 were white, and 74 were other races.

Accreditation and Approval of Teacher Preparation Program

Southern University and A&M College 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

- Southern University's history as an open admission institution, and its high percent enrollment of first generation college students, factor in our students' performances on standardized tests. We know however, when passing tests become connected with access to opportunity, our students have historically risen to the challenge. The Nursing School at SUBR is an exemplary model of what our students can do when access to opportunity cannot be attained except through passing a nationally standardized test.
- Currently, by State Law, students are required to pass only the PRAXIS I Series examinations, and an overwhelming majority of students admitted to teacher education programs at Southern University Baton Rouge, pass the PRAXIS I Series. However, State Law does not require the passage of PRAXIS II Series examinations before students complete their teacher education programs. Institutions, however, can choose to exceed State Law in this regard, and Southern University Baton Rouge has instituted practices that exceed what the State requires. We believe these practices will positively alter the performance pattern of our program completers on the PRAXIS II Series examinations.

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

- In addition to the numerous support systems that are planned for PRAXIS II preparation, Southern University Baton Rouge will become a selective admission institution in the Fall Semester of 2001. The Campus is poised to admit students who are better prepared to meet the challenges posed by standardized tests without the intensive preparation required of students in an open admission environment. Moreover, the Chancellor of the Baton Rouge Campus has committed 10 new full scholarships a year to high performing students interested in teacher education, and numerous other scholarship opportunities exist within the Unit that will attract high performing students. Vigorous recruitment initiatives are planned to enroll increased numbers of high performing students in the teacher education programs at Southern University Baton Rouge.
- As we prepare to continue meeting the numerous challenges facing teacher education in our state, the nation, and indeed the world, we do so with a cadre of state approved teacher education programs that are also approved by the National Council for the Accreditation of Teacher Education (NCATE), and many other professional learned societies. Moreover, our graduates have a 98% passage rate on the Louisiana First Year Teacher Assessment. We believe at Southern University Baton Rouge, a path to a program of exemplary quality is continuously being paved as we position to redesign our teacher education programs, in step with other institutions in the state of Louisiana.

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. | 450 |
|---|-----|

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? | 123 |
| 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. | 18 |
| b. Number of appointed part-time faculty in professional Education who supervised student teaching/internship experiences during Summer 1999, Fall 1999, and Spring 2000? | 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 1999, Fall 1999, and Spring 2000? | 17 |
| d. Total number of supervising faculty for the teacher preparation program during 1999-2000: | 35 |
| 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. | 25 |
| 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. | 375 |



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**2000-2001 INSTITUTIONAL
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*Single-Assessment Institution Level
Pass-Rate Data: Regular Teacher
Preparation Program*

| | |
|---|------------------------------|
| Institution Name | Southern Univ. A & M College |
| Institution Code | 6663 |
| State | Louisiana |
| Number of Program Completers Submitted | 128 |
| Number of program Completers found, matched, and used in passing rate Calculations¹ | 128 |

| <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 | 115 | 109 | 95% | 1928 | 1918 | 99% |
| GENERAL KNOWLEDGE | 510 | 103 | 94 | 91% | 1916 | 1899 | 99% |
| PPST READING | 710 | | | | 18 | 15 | 83% |
| CBT READING | 711 | 11 | 10 | 91% | 32 | 29 | 91% |
| PPST WRITING | 720 | 1 | | | 20 | 16 | 80% |
| CBT WRITING | 721 | 10 | 8 | 80% | 30 | 26 | 87% |
| PPST MATHEMATICS | 730 | 5 | | | 22 | 16 | 73% |
| CBT MATHEMATICS | 731 | 17 | 15 | 88% | 48 | 43 | 90% |
| Professional Knowledge | | | | | | | |
| PROFESSIONAL KNOWLEDGE | 520 | 74 | 56 | 76% | 1415 | 1386 | 98% |
| PRINCIPLES LEARNING & TEACHING K-6 | 522 | 29 | 8 | 28% | 330 | 281 | 85% |
| PRINCIPLES LEARNING & TEACHING 7-12 | 524 | 22 | 14 | 64% | 216 | 183 | 85% |
| Academic Content Areas | | | | | | | |
| EDUCATION IN THE ELEMENTARY SCHOOL | 010 | 27 | 14 | 52% | 694 | 667 | 96% |
| ELEM ED CURR INSTRUC ASSESSMENT | 011 | 43 | 15 | 35% | 450 | 373 | 83% |
| ELEM ED CONTENT AREA EXERCISES | 012 | 39 | 32 | 82% | 445 | 421 | 95% |
| EARLY CHILDHOOD EDUCATION | 020 | 1 | | | 77 | 76 | 99% |
| BIOLOGY AND GENERAL SCIENCE | 030 | 3 | | | 52 | 47 | 90% |
| ENGLISH LANGUAGE AND LITERATURE | 040 | 3 | | | 65 | 56 | 86% |
| ENG LANG LIT COMP CONTENT KNOWLEDGE | 041 | 5 | | | 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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*Single-Assessment Institution Level
Pass-Rate Data: Regular Teacher
Preparation Program (Cont'd)*

| | |
|--|------------------------------|
| Institution Name | Southern Univ. A & M College |
| Institution Code | 6663 |
| State | Louisiana |
| Number of Program Completers Submitted | 128 |
| Number of Program Completers found, matched, and used in passing rate Calculation¹ | 128 |

| <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 | 2 | | | 54 | 50 | 93% |
| MATHEMATICS | 060 | 7 | | | 60 | 49 | 82% |
| CHEM PHYSICS AND GENERAL SCIENCE | 070 | 1 | | | 10 | 6 | 60% |
| SOCIAL STUDIES | 080 | 7 | | | 58 | 51 | 88% |
| SOCIAL STUDIES: CONTENT KNOWLEDGE | 081 | 6 | | | 68 | 53 | 78% |
| SOCIAL STUDIES: INTERPRET MATERIALS | 083 | 5 | | | 63 | 51 | 81% |
| PHYSICAL EDUCATION | 090 | 6 | | | 132 | 121 | 92% |
| BUSINESS EDUCATION | 100 | 9 | | | 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 | | | | 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 | Southern Univ. A & M college |
| Institution Code | 6663 |
| State | Louisiana |
| Number of Program Completers Submitted | 128 |
| Number of Program Completers found, matched, and used in passing rate Calculations¹ | 128 |

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

| <i>Type of Assessment²</i> | Statewide | | | | | |
|---|---|--|--------------------------------|---|--|----------------------------|
| | <i>Number Taking Assessment³</i> | <i>Number Passing Assessment⁴</i> | <i>Institutional Pass Rate</i> | <i>Number Taking Assessment³</i> | <i>Number Passing Assessment⁴</i> | <i>Statewide Pass Rate</i> |
| Aggregate - Basic Skills | 126 | 109 | 87% | 1992 | 1957 | 98% |
| Aggregate - Professional Knowledge | 125 | 78 | 62% | 1961 | 1850 | 94% |
| Aggregate - Academic Content Areas (Math, English, Biology, etc.) | 118 | 46 | 39% | 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 | 128 | 42 | 33% | 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.