



BOARD OF REGENTS

2001-2002 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

SOUTHERN UNIVERSITY AND A&M COLLEGE

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 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 Fall 2000, Southern University in Baton Rouge had a total enrollment of 7,768 undergraduate and 1,681 graduate students. A total of 3,837 students were males and 5,612 were females. The majority of the students were from Louisiana with a total of 7,993 in-state students, 1,279 out-of-state students, and 177 foreign students. Among students enrolled in the undergraduate program, 7,561 were black, 98 were white, and 109 were other races. Among students enrolled in the graduate program, 1,357 were black, 238 were white, and 86 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

During the fall 2001 semester, 100% of the program completers passed all parts of the NTE/Praxis examinations. This level of performance will continue to define the quality of teacher education programs at SUBR. The 2000-2001 regular passage rate of 45% represents a 12% increase from the 1999-2000 report. The fall 2001 semester regular passage rate shows a 55% increase from data represented in the 2000-2001 report.

SUBR has a history as an open admission institution, and a high percent enrollment of first generation college students. These circumstances have significantly factored in our students' performances on standardized tests. We continue to see however, that when passing tests become connected with access to opportunity, our students have historically risen, and continue to rise to the challenge. We need only to look at our students' fall 2001 semester Praxis passage rate.

Numerous support systems have been implemented to assure successful performance of our students on required Praxis examinations, including the

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

delivery of course content that is aligned with state content, Louisiana Components of Effective teaching, consortia knowledge, NCATE Standards, and those of professional learned societies. Additionally, our students take a required Praxis preparation course, and recently, an online Praxis preparation course, designed on the Blackboard courseware platform, has been launched.

Already in the first stage of selective admission, SUBR now admits students who are better prepared to meet the challenges posed by standardized test without the intensive preparation required of students in an open admission environment.

The Chancellor of the Baton Rouge Campus continues to commit 10 new full scholarships a year to attract high performing students interested in teacher education, with the goal of enrolling at least 40 high-performing students in teacher education programs at all times.

SUBR graduates, on average, score above a 95% passage rate on the Louisiana First Year Teacher Assessment, and continue to earn distinctions and recognitions in various award categories.

SUBR is on a path to a program of exemplary quality as the institution redesigns teacher education programs, in step with other institutions in the state of Louisiana, in the formation of meaningful partnership alliances, internal and external to the SUBR campus. For instance, internally, SUBR's teacher education programs are delivered in collaboration with the Colleges of Education, Arts and Humanities, and Sciences. Externally, the teacher education programs have formed Professional Development School agreements with four (4) schools in East Baton Rouge Parish, and continue in numerous other partnership alliances, including an alliance with the SUBR Laboratory School.

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.	406
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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 2000, Fall 2000, and/or Spring 2001.	120
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.	12
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	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 2000, Fall 2000, and Spring 2001.	6
d. Total number of supervising faculty for the teacher preparation program during 2000-2001.	21
4. Student/faculty ratio for student teaching and internship experiences.	6:1
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.	25
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.	375



LOUISIANA BOARD OF REGENTS 2001-2002 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

SOUTHERN UNIVERSITY AND A&M COLLEGE

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 programs; 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

Southern University and A & M College 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 **Southern University and A & M College**.

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	42 out of 128 students	33%	Regular	46 out of 102 students	45%	Regular	88 out of 230 students	38%
Alternate	17 out of 17 students	100%	Alternate	2 out of 2 students	100%	Alternate	19 out of 19 students	100%
Total	59 out of 145 students	41%	Total	48 out of 104 students	46%	Total	107 out of 249 students	43%

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	Southern Univ. A & M College
Institution Code	6663
State	Louisiana
Number of Program Completers Submitted	102
Number of Program Completers found, matched, and used in passing rate Calculations	102

<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	57	57	100%
GENERAL KNOWLEDGE	510	52	51	98%
PPST READING	710	17	15	88%
CBT READING	711	25	25	100%
PPST WRITING	720	14	14	100%
CBT WRITING	721	27	27	100%
PPST MATHEMATICS	730	20	19	95%
CBT MATHEMATICS	731	25	24	96%
Professional Knowledge				
PROFESSIONAL KNOWLEDGE	520	10	7	70%
PRINCIPLES LEARNING & TEACHING K-6	522	45	31	69%
PRINCIPLES LEARNING & TEACHING 7-12	524	43	19	44%
Academic Content Areas				
EDUCATION IN THE ELEMENTARY SCHOOL	010	1		
ELEM ED CURR INSTRUC ASSESSMENT	011	35	21	60%
ELEM ED CONTENT AREA EXERCISES	012	36	32	89%
EARLY CHILDHOOD EDUCATION	020			
BIOLOGY AND GENERAL SCIENCE	030	3		
ENGLISH LANGUAGE AND LITERATURE	040			
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	7		
ENG LANG LIT COMP PEDAGOGY	043	7		



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

Institution Name	Southern Univ. A & M College
Institution Code	6663
State	Louisiana
Number of Program Completers Submitted	102
Number of Program Completers found, matched, and used in passing rate Calculations¹	102

Academic Content Areas (Cont'd)				
MATHEMATICS	060	5		
CHEM PHYSICS AND GENERAL SCIENCE	070	2		
SOCIAL STUDIES	080			
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	13	10	77%
SOCIAL STUDIES: INTERPRET MATERIALS	083	13	7	54%
PHYSICAL EDUCATION	090	10	5	50%
BUSINESS EDUCATION	100			
MUSIC EDUCATION	110	7		
HOME ECONOMICS EDUCATION	120			
FRENCH	170			



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

Institution Name	Southern Univ. A & M College
Institution Code	6663
State	Louisiana
Number of Program Completers Submitted	102
Number of Program Completers found, matched, and used in passing rate Calculations¹	102

<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>
Aggregate - Basic Skills	99	96	97%
Aggregate - Professional Knowledge	98	57	58%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	84	45	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 Rates⁵	102	46	45%