

LOUISIANA BOARD OF REGENTS

2008-2009 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

SOUTHERN UNIVERSITY AND A&M COLLEGE

Message from the Commissioner:

Louisiana's teacher preparation reform efforts have brought national attention to our state and we commend everyone who has worked toward our success. It is exciting to find that preliminary results from the state's Value-Added Teacher Preparation Assessment Model have indicated that some teacher preparation programs in our state are demonstrating greater gains in student achievement than experienced teachers, another effort of national significance. These collective initiatives are all designed to improve the education of Louisiana's students and will assist us in meeting our goal of awarding 10,000 additional degrees or certificates by 2015. We are grateful to our campuses for their steadfast dedication to this work in these difficult economic times.

Dr. Sally Clausen
Commissioner of Higher Education

Mission of University

The mission of Southern University and A&M College, an Historically Black, 1890 land-grant institution, is to provide opportunities for a diverse student population to achieve a high-quality, global educational experience, to engage in scholarly, research, and creative activities, and to give meaningful public service to the community, the state, the nation, and the world so that Southern University graduates are competent, informed, and productive citizens.

Student Characteristics of University

During Fall 2007, the university had a total enrollment of 6,974 undergraduate and 1,314 graduate students. A total of 3,038 students were males and 5,250 were females. The majority of the students were from Louisiana with a total of 6,732 in-state students, 1,409 out-of-state students, and 144 foreign students. Among students enrolled in the undergraduate program, 6,663 were black, 186 were white, and 125 were other races. Among students enrolled in the graduate program, 1,109 were black, 101 were white, and 104 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 Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- As a result of the College of Education involvement with the State Department of Education through **The Wallace Foundation**, a faculty member from the college was selected to attend a meeting with Mark Shellinger and other individuals who have developed the School Administration Manager (SAM) for schools in Kentucky. Dr. Roy Jacobs – Chair of the Department attended. (January -2009/New Orleans, LA.)
- The College of Education received funds to continue to work with the **Thurgood Marshall College Fund's (TMCF) Center for Innovative HBCU School Reform** Partnerships. The College of Education is in partnership with Capitol Pre-College Academy for Boys and Capitol Pre-College Academy for Girls.
- The **Educational Leadership Program** was selected to participate in a \$3.4 million dollar grant from the **Wallace Foundation**. The purpose is to strategically develop and implement a cohesive leadership system that provide the necessary conditions for state agencies, universities, districts and private providers to be in sync and work collaboratively to increase the number of effective new leaders who can improve student achievement. This initiative involves the Board of Regents, Board of Elementary and Secondary Education, State Department of Education, University of Louisiana System and the Office of the Governor.
- Twelve College of Education students were awarded the **Docent Training Certificate** for training received through the LIGO Grant. Students that received these certificates are certified to work in museums, observatories, and science exhibit halls across the nation.

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

- The Board of Directors of the Council for Accreditation of Counseling and Related Educational Programs (**CACREP**) at its January, 2009 meeting approved the Mid-Cycle Report for continued accreditation submitted by Dr. Albert, Chairperson.
- The Division of Special Education submitted the program review report to the Council for Exceptional Children for review and recognition by NCATE in February 2009.
- The College of Education continues to be the home of the **Jumpstart Program**. The goal of Jumpstart is to build literacy, language, social, and initiative skills in young children. This is done by pairing motivated college students, called Corps member, with preschool children in caring and supportive one-to-one relationships for an entire school year. Schools in the surrounding area benefit from this program.
- Pre-service students continued to be immersed in inquiry-based science and mathematics teaching and learning experiences at the LIGO Science Education Center in Livingston, La, a world-class educational outreach facility, using over 40 exhibits developed by the San Francisco Exploratorium. The **LIGO Grant** was approved by NSF site visitors for five more years in March 2009.
- SUBR/COE has established a **New Science Exhibit Hall with** six interactive exhibits housed in the College of Education to help explain LIGO science concepts (waves, wave propagation, light, interference, and resonance). This Exhibit Hall is used to facilitate inquiry-based science and mathematics teaching and learning. The skills have been correlated with Louisiana’s teaching and assessment benchmarks and standards, and are utilized to strengthen the content knowledge of pre-service and in-service teachers, and bridge formal with informal science and mathematics education.

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 2007-2008 including all areas of teaching specialization.	72
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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 2007, Fall 2007, and/or Spring 2008.	93
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	24
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2007, Fall 2007, and Spring 2008.	4
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2007, Fall 2007, and Spring 2008.	3
d. Total number of supervising faculty for the teacher preparation program during 2007-2008.	8
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 2007-2008.	25
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2007-2008.	15
c. Total number of hours required during academic year 2007-2008 for student teaching.	375



LOUISIANA BOARD OF REGENTS 2008-2009 TEACHER PREPARATION ACCOUNTABILITY SYSTEM OVERVIEW

In compliance with the Higher Education Opportunity 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 subsequent phases (2002-2003, 2003-04, and 2004-05), the *quantity* of program completers at each institution was assessed and the *institutional performance* of each university was examined based upon passage rates on the *Praxis* and survey data from new teachers (who rated their teacher preparation programs on the extent to which the programs prepared the new teachers to address the state standards for teachers). The accountability system was created to include additional factors in the future that would examine growth of achievement of students taught by new teachers and perceptions of mentors of new teachers about the programs that prepared the new teachers. The purpose of the accountability system was to clearly demonstrate to the public that all universities and colleges in Louisiana were working diligently to produce quality teachers who worked effectively with PK-12 students.

During 2005-06, it was not possible to implement the Teacher Preparation Accountability System due to the closure of universities and schools in Louisiana and the inability to collect data from displaced teachers and mentors due to Hurricane Katrina and Hurricane Rita. A decision was made to revise the Teacher Preparation Accountability System. Institutional data, quantity data, and PRAXIS examination passage rate data have been collected and disseminated to the public in the 2005-06, 2006-07, 2007-08, and 2008-09 *Institutional Reports for the Preparation of Teachers*. These reports can be found on the Board of Regents web site at: <http://www.regents.state.la.us/Academic/TE/instreports.htm>.

During 2003-2009, a Value-Added Teacher Preparation Assessment Model has been piloted that links growth of achievement of children taught by new teachers to the universities that prepared the new teachers. Initial results were released to the public during October 2007 and December 2008. During 2008-09, the value-added model will be integrated into the Teacher Preparation Accountability System, and the revised Teacher Preparation Accountability System will be piloted during 2009-2010.

**QUANTITY OF PROGRAM COMPLETERS AND
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES
2007-2008 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
SOUTHERN UNIVERSITY AND A&M COLLEGE	HEA Title II 2007-2008 Regular Program Completers	34	34	100%
	HEA Title II 2007-2008 Alternate Program Completers	37	37	100%
	Total Number of 2007-2008 Program Completers	61	61	100%



**HEA - Title II
2007-2008 Academic Year
Regular Program Completers**

Institution Name	SOUTHERN UNIV A and M COLLEGE
Institution Code	6663
State	Louisiana
Number of Program Completers Submitted	35
Number of Program Completers found, matched, and used in passing rate Calculations¹	34

March 30, 2009

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
Basic Skills							
PPST READING	710				274	274	100%
PPST WRITING	720	1			291	291	100%
PPST MATHEMATICS	730				275	275	100%
COMPUTERIZED PPST READING	5710	33	33	100%	919	919	100%
COMPUTERIZED PPST WRITING	5720	32	32	100%	900	900	100%
COMPUTERIZED PPST MATHEMATICS	5730	31	31	100%	919	919	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	1			208	208	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	1			62	62	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521				14	14	100%
PRINCIPLES LEARNING & TEACHING K-6	522	17	17	100%	594	593	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	1			56	56	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	13	13	100%	438	437	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	1			34	34	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	19	19	100%	796	796	100%
BIOLOGY AND GENERAL SCIENCE	030				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	4			86	86	100%
ENG LANG LIT COMP PEDAGOGY	043	4			86	86	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				17	17	100%



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					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Academic Content Areas							
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061				39	37	95%
MIDDLE SCHOOL MATHEMATICS	069				22	22	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	3			106	106	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	3			106	106	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				10	10	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	5			97	97	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113	1			80	80	100%
FAMILY AND CONSUMER SCIENCES	120				7		
ART CONTENT KNOWLEDGE	133				32	32	100%
FRENCH CONTENT KNOWLEDGE	173				1		
SPANISH CONTENT KNOWLEDGE	191				1		
SPEECH COMMUNICATION	220				6		
BIOLOGY CONTENT KNOWLEDGE	235	1			14	14	100%
CHEMISTRY CONTENT KNOWLEDGE	245				3		
PHYSICS CONTENT KNOWLEDGE	265				1		
MIDDLE SCHOOL SCIENCE	439				19	19	100%
AGRICULTURE	700				5		



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March 30, 2009

<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	33	33	100%	1205	1205	100%
Aggregate - Professional Knowledge	33	33	100%	1373	1371	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	33	33	100%	1353	1351	100%
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	34	34	100%	1313	1309	100%

Footnotes:

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 passrate.