



# BOARD OF REGENTS 2002-2003 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

## SOUTHERN UNIVERSITY AND A&M COLLEGE

### *Message from the Commissioner:*

*We in the Louisiana education community are pleased to offer the following reports on Louisiana's public and private university teacher education programs. These reports are an integral component of our continuing efforts to inform Louisiana's citizens about the quality of our teacher preparation programs. Last year, the first factor used in our accountability program was released – student passage rates on the teacher certification examination (PRAXIS). This year, as promised, the formula has been expanded to make the scores an even more meaningful catalyst for continued reform. For 2002-2003, the scores have been 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. Teacher preparation accountability is just one of the many benefits Louisiana is reaping from partnerships that have been created between universities and school districts to recruit, prepare, and retain teachers. Our goal is to provide every child in Louisiana caring and qualified teachers in every class every year – to ensure that truly no child is left behind.*

***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

### **Mission of University (Cont'd)**

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 2001, Southern University in Baton Rouge had a total enrollment of 7,472 undergraduate and 1,247 graduate students. A total of 3,141 students were males and 5,305 were females. The majority of the students were from Louisiana with a total of 7,337 in-state students, 1,213 out-of-state students, and 169 foreign students. Among students enrolled in the undergraduate program, 7,288 were black, 90 were white, and 94 were other races. Among students enrolled in the graduate program, 1,038 were black, 119 were white, and 90 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). In addition, the institution is accredited with probation 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**

- The teacher preparation program has intensified Praxis preparation initiatives in the forms of workshops, peer mentors, web based and online preparation access, course-specific faculty portfolios, and other creative and innovative approaches that are yielding significant gains.

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

- The teacher preparation program continues to provide 10 full scholarships each year to academically talented students.
- Virtually all teacher preparation programs at Southern University Baton Rouge are nationally recognized their specialty area professional societies.
- Regional teacher cadet programs are being established to build partnerships with high schools to attract academically talented students into teacher education.
- On the Louisiana First Year Teacher Assessment, our graduates continue to perform very well.
- Our Professional Development School relationships are meaningfully formed and are adding value to the quality of our teacher preparation programs.
- The teacher preparation program has redesigned all regular and post-baccalaureate programs in alignment with institutional, national, and state standards.

**Teacher Preparation Program Data**

1. Total number of students formally admitted to the regular teacher preparation program and enrolled in one of more courses during academic year 2001-2002 including all areas of teaching specialization.	434
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 2001, Fall 2001, and/or Spring 2002.	87

**Teacher Preparation Program Data**

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 2001, Fall 2001, and Spring 2002.	14
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2001, Fall 2001, and Spring 2002.	2
c. Number of appointed part-time faculty in professional education not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2001, Fall 2001, and Spring 2002.	5
d. Total number of supervising faculty for the teacher preparation program during 2001-2002.	21
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 2001-2002.	25
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2001-2002.	15
c. Total number of hours required during academic year 2001-2002 for student teaching.	375

**LOUISIANA BOARD OF REGENTS  
2002-2003 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

**SOUTHERN UNIVERSITY AND A&M COLLEGE**

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 regular and alternate certification students on the state teachers' examination (PRAXIS) was assessed. During the second phase (2002-2003), 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 of 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 2001-2002 Regular and Alternate Certification Program Completers on Certification Index  
(Percentage of students who passed the PRAXIS Examination)**

<i>Grade:</i>	<i>A</i>
<i>PRAXIS Passage Rate:</i>	<i>97%</i>
<i>Scaled Score:</i>	<i>124</i>

This is a difference of **+51%** when compared to the **46%** passage rate of 2000-2001 regular and alternate certification program completers on the PRAXIS examinations.

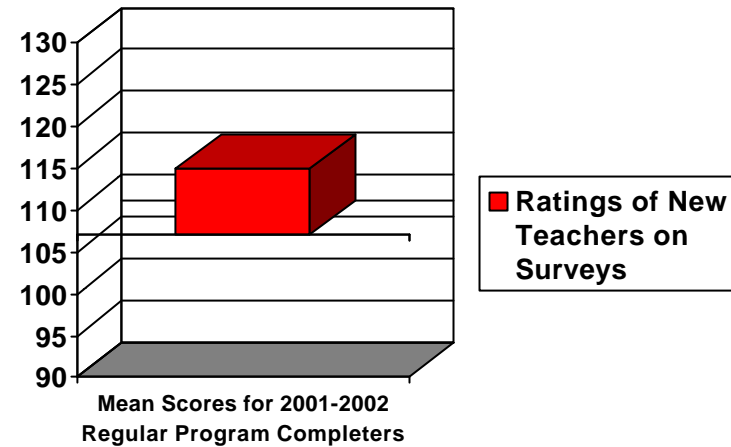
The following scale was used to determine passage rate grades: A+ = 98-100% Passage Rate; A = 92-97% Passage Rate; B = 86-91% Passage Rate; C = 80-85% Passage Rate; Below C = Below 80% Passage Rate. See Appendix A for a breakdown of scores.

**I. INSTITUTIONAL PERFORMANCE INDEX (continued)**

**B. Grade for Ratings of 2001-2002 Program Completers on Graduate Satisfaction Survey**

**Grade:** *Not Applicable*  
**Mean Score of Survey** 114.9  
**Respondents:**  
**Total number of Survey Respondents** 27  
**Scaled Score:** *Not Applicable*

The following scale was used to determine grades for mean responses on surveys: A+ = Mean 128 & above; A = Mean 117.0 – 127.9; B = 107.0 – 116.9; C = Mean 93.0 – 106.9; Below C = Mean Below 93.0. See Appendix B for a breakdown of scores. Scaled scores are not assigned for institutions with fewer than 10 survey respondents.

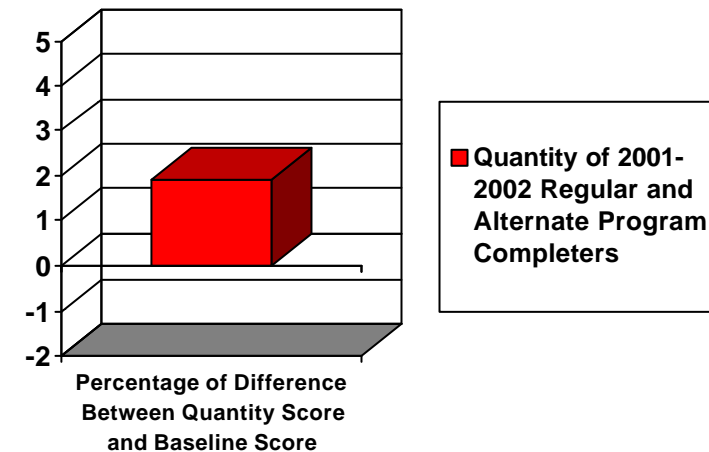


**II. QUANTITY INDEX**

**Grade for Quantity Score**

**Grade:** *Not Applicable*  
**Quantity Score:** 106  
**Baseline Score:** 104  
**Percentage of Difference:** 1.9%  
**Scaled Score:** *Not Applicable*

The following scale was used to determine quantity grades based upon percentage of difference between the 2001-2002 Quantity Score and Baseline Score: A+ = +15% and above difference; A = +5% to +14% difference; B = -3% to +4% difference; C = -4 to -15% difference; and Below C = -16% and greater difference. See Appendix C for a breakdown of scores.



### III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

A. **Teacher Preparation Performance Score** = Institutional Performance Index + Quantity Index / 2

$$\{([\text{Certification Scaled Score} * .875] + [\text{Graduate Satisfactory Scaled Score} * .125]) + \text{Quantity Scale Score}\} / 2$$

*This institution successfully exited Corrective Action in one year instead of two years by obtaining a 97% passage rate on the PRAXIS examinations. A new Teacher Preparation Performance Score will not be calculated for the institution until April 2004.*

B. **Teacher Preparation Performance Label** = ***Transitional Teacher Preparation Program***

*Note: All institutions that enter into Corrective Action due to labels of “At-Risk” or “Low Performing” are provided two years to reach a “Satisfactory” or higher level. New accountability scores and labels are not assigned to the institutions until the end of the two year time period. Institutions that demonstrate significant growth and exit Corrective Action in one year are provided a label of Transitional Teacher Preparation Program. New accountability scores are not assigned to these institutions until the beginning of the next year.*

**APPENDIX A**

**PRAXIS EXAMINATION  
PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS  
2001-2002 PROGRAM COMPLETERS**

**SOUTHERN UNIVERSITY AND A&M COLLEGE**

	<b>NUMBER PASSED</b>	<b>TOTAL NUMBER</b>	<b>PERCENTAGE PASSED</b>
2001-2002 Regular Program Completers	61	63	<b>97%</b>
2001-2002 Alternate Program Completers	2	2	<b>100%</b>
Total	63	65	<b>97%</b>

**This university has successfully exited Corrective Action as a result of 2001-2002 program completers demonstrating a 97% passage rate on the PRAXIS examinations. This university will not be assigned a new grade or scaled score for PRAXIS passage rates until April 2004.**



## APPENDIX A (CONT'D)

### PRAXIS EXAMINATION PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS 2001-2002 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 of Learning & Teaching K-6 **OR**
- (3) Principles of 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 2001-2002 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 2001-2002 Academic Year

<b>Institution Name</b>	SOUTHERN UNIV A & M COLLEGE
<b>Institution Code</b>	6663
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	63
<b>Number of Program Completers found, matched, and used in passing rate Calculations</b>	63

March 18, 2003

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
<b>Basic Skills</b>							
COMMUNICATION SKILLS	500	16	16	100%	619	619	100%
GENERAL KNOWLEDGE	510	11	11	100%	555	554	100%
PPST READING	710	8			422	421	100%
CBT READING	711	35	34	97%	620	619	100%
PPST WRITING	720	9			457	457	100%
CBT WRITING	721	33	32	97%	582	578	99%
PPST MATHEMATICS	730	11	11	100%	455	453	99%
CBT MATHEMATICS	731	39	38	97%	651	649	100%
COMPUTERIZED PPST READING	5710				11	10	91%
COMPUTERIZED PPST WRITING	5720	1			13	12	92%
COMPUTERIZED PPST MATHEMATICS	5730	1			16	13	81%
<b>Professional Knowledge</b>							
PROFESSIONAL KNOWLEDGE	520	1			89	87	98%
PRINCIPLES LEARNING & TEACHING K-6	522	29	29	100%	1124	1101	98%
PRINCIPLES LEARNING & TEACHING 7-12	524	30	30	100%	544	516	95%
<b>Academic Content Areas</b>							
EDUCATION IN THE ELEMENTARY SCHOOL	010	1			16	15	94%
ELEM ED CURR INSTRUC ASSESSMENT	011	26	26	100%	997	978	98%
ELEM ED CONTENT AREA EXERCISES	012	26	26	100%	995	995	100%
EARLY CHILDHOOD EDUCATION	020						





**HEA - Title II  
2001-2002 Academic Year**

<b>Institution Name</b>	SOUTHERN UNIV A & M COLLEGE
<b>Institution Code</b>	6663
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	63
<b>Number of Program Completers found, matched, and used in passing rate Calculations</b>	63

March 18, 2003

<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>	<b>Statewide</b>		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Academic Content Areas (Cont'd)</b>							
BIOLOGY AND GENERAL SCIENCE	030	2			30	30	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	4			104	99	95%
ENG LANG LIT COMP PEDAGOGY	043	4			99	94	95%
MATHEMATICS	060	2			45	45	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				8		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	7			109	102	94%
SOCIAL STUDIES: INTERPRET MATERIALS	083	7			107	103	96%
PHYSICAL EDUCATION	090	7			148	146	99%
BUSINESS EDUCATION	100				13	13	100%
MUSIC EDUCATION	110	3			69	66	96%
FAMILY AND CONSUMER SCIENCES	120				15	15	100%
FRENCH	170				2		



**HEA - Title II  
2001-2002 Academic Year**

<b>Institution Name</b>	SOUTHERN UNIV A & M COLLEGE
<b>Institution Code</b>	6663
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	63
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	63

*March 18, 2003*

<i>Type of Assessment</i>				<b>Statewide</b>		
	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	61	60	98%	1681	1672	99%
Aggregate - Professional Knowledge	60	59	98%	1757	1703	97%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	52	52	100%	1637	1589	97%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates</b>	63	61	97%	1776	1687	95%

## APPENDIX B

### 2002-2003 GRADUATE SATISFACTION SURVEY

#### SOUTHERN UNIVERSITY AND A&M COLLEGE

##### INTRODUCTION

To assist the State in collecting data from first year teachers about their preparation for teaching, the Louisiana Department of Education sent surveys to the 807 regular program completers of the 2001-2002 academic year who began teaching during fall 2002. One thousand seven hundred and seventy-six individuals completed regular teacher preparation programs in public and private universities in Louisiana between July 1, 2001 and June 30, 2002. Of those 1,776 individuals, it was determined that 592 were not teaching in public schools in Louisiana, 377 began teaching in Louisiana's public schools during spring 2002 or spring 2003, and 807 began teaching in Louisiana's public schools during fall 2002. The survey instrument was sent to all of these 807 teachers. Ninety-two percent ( $n = 741$ ) of the 807 teachers responded to the survey. Additional follow-up is currently in progress to obtain responses from the remaining 8% ( $n = 66$ ).

The survey was developed by a committee composed of university, district, Louisiana Department of Education, and Board of Regents personnel. It was the committee's decision to align all survey questions with state standards for teachers (e.g., Louisiana's Components of Effective Teaching). Teachers were required to respond to 35 statements using a 4-point scale (i.e., Strongly Disagree = 1, Disagree = 2, Agree = 3, and Strongly Agree = 4). Each item is scored on this 1 to 4 scale, and the scores for the 35 items are added together for a total survey score. If a respondent answers each question, the minimum possible score is 35, and the maximum possible score is 140. A deadline for responding was provided to teachers. A second survey was sent to teachers who did not respond by the deadline.

The Board of Regents approved a policy during March 2003 to use survey scores during a given year as part of the Teacher Preparation Accountability System only if 10 or more individuals from a university or college responded to the survey. For institutions with fewer than 10 survey responses, data from consecutive years will be combined until a total of 10 or more surveys are available.

##### GRADUATE SATISFACTION GRADES

Grades were assigned to institutions for the Teacher Preparation Accountability System based upon overall mean scores. The following scale was used to assign grades:

A+	128 and above
A	117.0-127.9
B	107.0- 116.9
C	93.0 – 106.9
Below C	Below 93.0

##### OVERALL SURVEY RESULTS

The overall results for the survey were the following:

N	Mean	Minimum	Maximum	Standard Deviation
741	115.8	38	140	16.2

##### SOUTHERN UNIVERSITY - BATON ROUGE SURVEY RESULTS

N	Mean	Minimum	Maximum	Standard Deviation
27	114.9	82	139	15.4

**APPENDIX B**  
**2002-2003**  
**GRADUATE SATISFACTION SURVEY (CONT'D)**  
**SOUTHERN UNIVERSITY AND A&M COLLEGE**

<i>Questions</i>	<i>Mean By Item</i>	<i>SD</i>	<i>Number of Responses</i>			
			<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>PLANNING</b>						
1. Specify learning objectives in terms of clear, concise student outcomes.	3.56	.51	0	0	12	15
2. Plan a series of activities that help my students achieve those objectives.	3.41	.64	0	2	12	13
3. Successfully identify individual student differences in the context of a whole class.	3.11	.64	0	4	16	7
4. Implement accommodations for individual student differences.	2.96	.76	0	8	12	7
<b>INSTRUCTION</b>						
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.41	.69	0	3	10	14
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.44	.58	0	1	13	13
7. Integrate a variety of materials to achieve lesson objectives.	3.41	.69	0	3	10	14
8. Change or adjust a lesson to respond to my students' outcomes.	3.26	.71	0	4	12	11
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.52	.70	0	3	7	17
10. Implement teacher-directed or student-centered activities that result in student learning.	3.22	.75	0	5	11	11
11. Successfully plan for individual student differences in the context of a whole class.	2.96	.60	0	5	17	4
12. Open, develop, and close a lesson effectively.	3.30	.67	0	3	13	11
13. Integrate technology into my lessons.	3.33	.68	0	3	12	12
14. Successfully present content at a developmentally appropriate level.	3.38	.57	0	1	14	11
15. Effectively use appropriate formal and informal assessment techniques.	3.37	.63	0	2	13	12
16. Provide timely feedback to my students.	3.33	.62	0	2	14	11
17. Produce evidence of student academic growth.	3.19	.62	0	3	16	8
18. Employ effective teaching practices as modeled by faculty.	3.20	.58	0	2	16	7
19. Relate examples, real-life situations, or current events to the content being taught.	3.33	.62	0	2	14	11
20. Teach in one or more subject areas.	3.07	.87	1	6	10	10
21. Communicate effectively with students.	3.56	.58	0	1	10	16
22. Encourage participation from all students.	3.56	.51	0	0	12	15
23. Monitor the ongoing performance of students.	3.33	.55	0	1	16	10

**APPENDIX B**  
**2002-2003**  
**GRADUATE SATISFACTION SURVEY (CONT'D)**  
**SOUTHERN UNIVERSITY AND A&M COLLEGE**

<i>Questions</i>	<i>Mean By Item</i>	<i>SD</i>	<i>Number of Responses</i>			
			<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<b>MANAGEMENT</b>						
24. Facilitate learning by organizing available space, materials, and equipment.	3.37	.63	0	2	13	12
25. Maintain a positive learning environment.	3.56	.58	0	1	10	16
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.19	.62	0	3	16	8
27. Manage and adjust my time to ensure that learning objectives are met.	3.15	.77	0	6	11	10
28. Clearly communicate my expectations for appropriate behavior to my students.	3.44	.64	0	2	11	14
29. Monitor and respond to appropriate student behavior in an effective way.	3.26	.66	1	0	17	9
30. Monitor and respond to inappropriate student behavior in an effective way.	3.15	.77	1	3	14	9
<b>SCHOOL IMPROVEMENT</b>						
31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	3.07	.68	0	5	15	7
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.11	.75	0	6	12	9
33. Collaboratively and effectively work with colleagues.	3.44	.58	0	1	13	13
34. Understand the importance of and plan for professional development.	3.26	.76	1	2	13	11
<b>OVERALL</b>			<i>poor</i>		<i>excellent</i>	
Overall, how would you rate the effectiveness of your teacher preparation program in preparing you to improve student learning?	3.19	.68	0	4	14	9
<b>TOTAL</b>	<i>Mean Items 1 to 34</i>	<i>SD</i>	<i>Number of Responses</i>			
			<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
Sum of items 1 to 34						
The last question (overall, see above) was answered using a different scale from the rest of the items; consequently, this 35 <sup>th</sup> item was included in the overall survey score results above, but not in the totals in this row.	111.74	14.82	4	95	437	378

## APPENDIX C

### 2002-2003 CALCULATION OF QUANTITY INDEX

#### SOUTHERN UNIVERSITY AND A&M COLLEGE

#### 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. The Baseline Score for this university is: **104**.

#### QUANTITY SCORE

##### A. 2001-2002 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2001 – June 30, 2002. The total number of regular and alternate program completers for this university is: **65**.

##### B. BONUS POINTS

In addition, one-half a point is assigned to every 2001-2002 regular and alternate program completer that met the criteria for each of the following teacher shortage areas. The bonus points for this institution are: **41**.

Teacher Shortage Areas		# Regular Program Completers	# Alternate Program Completers	Bonus Points
MINORITIES		63	2	65
MATHEMATICS		2	0	2
SCIENCE	General	2	0	2
	Biology	2	0	2
	Chemistry	0	0	0
	Physics	0	0	0
	Earth	0	0	0
	Environmental	0	0	0
MIDDLE SCHOOL		0	0	0
SPECIAL EDUCATION		7	0	7
MALE	Early Childhood	0	0	0
	Elementary	1	0	1
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)		3	0	3
<b>TOTAL</b>		80	2	82* .5 = <b>41</b>

##### C. QUANTITY

Quantity Score = **65** (Program Completers) + **41** (Bonus Points) = **106**.

**This university has successfully exited Corrective Action in one year. This university will not be assigned a grade or scaled score for the Quantity Index until April 2004.**