



## LOUISIANA BOARD OF REGENTS

### 2004-2005 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

### SOUTHERN UNIVERSITY AND A&M COLLEGE

#### **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**

Southern University and A&M College at Baton Rouge 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. The University is committed to a broad program of research, both basic and applied, and creative works to stimulate the faculty and students in a quest for knowledge and to aid society in resolving its scientific, technological, socioeconomic, and cultural problems. This diversity is achieved principally through assertive recruitment efforts and through multifaceted international programs. Adhering to the spirit of its function as an 1890 land-grant institution, the University's public service programs have assumed a prominent posture throughout the State of Louisiana, as well as nationally and internationally. Southern University views diversity as vital to the health of any educational enterprise and takes affirmative steps to maintain a multicultural faculty, staff and student body.

#### **Student Characteristics of University**

During fall 2003, the university had a total enrollment of 7,571 undergraduate and 1,310 graduate students. A total of 3,035 students were males and 4,536 were females. The majority of the students were from Louisiana with a total of 6,284 in-state students, 1,216 out-of-state students, and 63 foreign students. Among students enrolled in the undergraduate program, 7,382 were black, 99 were white, and 90 were other races. Among students enrolled in the graduate program, 1,122 were black, 92 were white, and 96 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**

- Praxis preparation initiatives in the form of workshops, peer mentors, use of content teachers, Web based and on-line preparation access, course-specific

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

faculty portfolios and other creative and innovative approaches continue to yield significant gains.

- The teacher preparation program continues to provide up to 10 full scholarships each year to academically talented students.
- The conversion of Capitol High School, one of the Unit’s PDS sites, into two small college preparatory high schools in which SUBR preservice and in-service teachers participate, continues through a grant from the Bill and Melinda Gates Foundation with the Thurgood Marshall Scholarship Fund as intermediary.
- A \$1,900,000 grant from the National Science Foundation to SUBR will provide professional development to preservice and in-service teachers in physics and mathematics and afford K-12 students hand-on experiences in museum-like, exhibit-based teaching and learning environments.
- The College of Education is one of three other state universities and their partner school districts who are beneficent to a \$3,600,000 grant from the Wallace Foundation to the State of Louisiana. This grant creates the Louisiana Educational Leaders Network which will provide ongoing support to educational leaders to ensure improved student performance.
- The Unit has launched a New Teacher Support Web Site to provide recent graduates with resources concerning best practices and opportunities for professional development (<http://www.newteachersupport.subr.edu>).
- All teacher preparation programs in the College but one are nationally recognized.

**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 academic year 2003-2004 including all areas of teaching specialization. 435

**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 2003, Fall 2003, and/or Spring 2004. 78
3. Supervising faculty for supervised student teaching and internship experiences.
  - a. Number of appointed full time faculty in professional education. 29
  - b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2003, Fall 2003, and Spring 2004. 5
  - 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. 3
  - d. Total number of supervising faculty for the teacher preparation program during 2003-2004. 8
4. Student/faculty ratio for student teaching and internship experiences. 5:1
5. Student participation in student teaching.
  - a. Average number of hours per week required of student participation in supervised student teaching during academic year 2003-2004. 25
  - 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. 300

**LOUISIANA BOARD OF REGENTS  
2004-2005 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 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%*

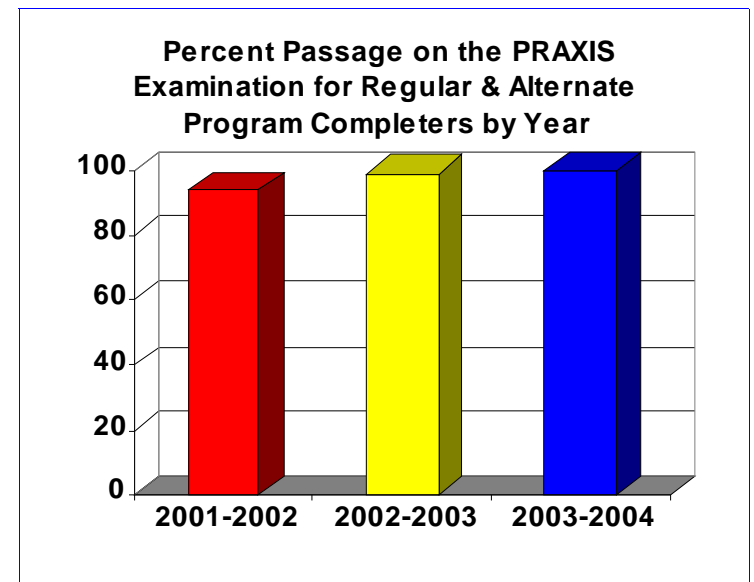
*Scaled Score: 136*

The 2003-2004 PRAXIS passage rate has changed by 6.2% from the 2001-2002 rate of 93.8% and 1.2% from the 2002-2003 rate of 98.8%.

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 2002-2003 Program Completers on Graduate Satisfaction Survey

*Grade: B*

*Mean Score of Survey Respondents: 110.28 over 1 year*

*Total Number of Survey Respondents: 24*

*Respondents' Scaled Score: 87*

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: 137*

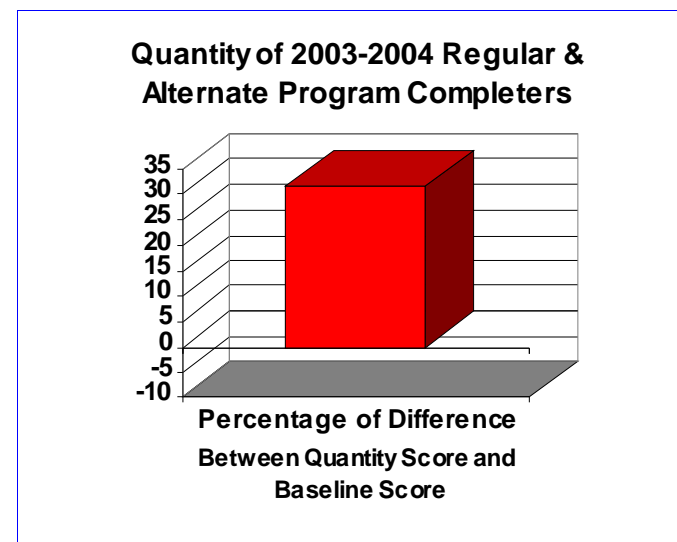
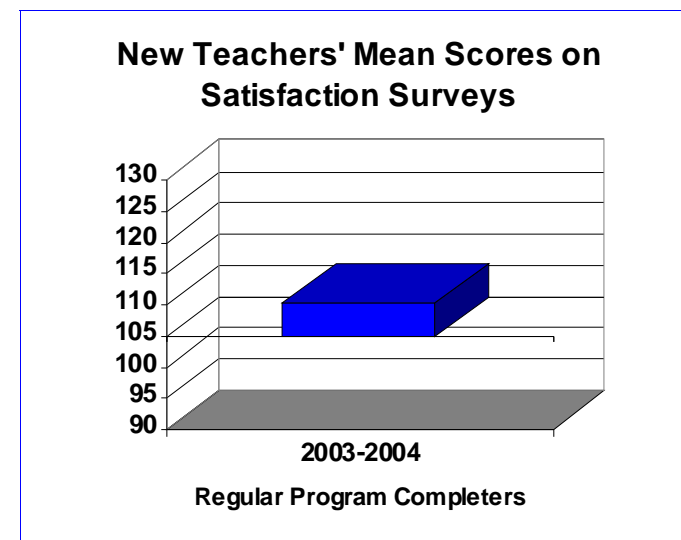
*Baseline Score: 104*

*Percent Difference from Baseline: 31.7%*

*Scaled Score: 140*

The following scale was used to determine quantity grades based upon percentage of 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



Southern University and A&M College (Continued)

III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

<b>A. Teacher Preparation Performance Score</b>	=	$(\text{Institutional Performance Index} + \text{Quantity Index}) \div 2$
	=	$\{([\text{Certification Scaled Score} \times .875] + [\text{Graduate Satisfaction Scaled Score} \times .125]) + \text{Quantity Scaled Score}\} \div 2$
	=	$\{([136 \times .875] + [87 \times .125]) + 140\} \div 2$
	=	$(129.88 + 140) \div 2$
	=	$269.88 \div 2$
	=	134.94

*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>B. Teacher Preparation Performance Label</b>	=	<b>Exemplary</b>
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**

**SOUTHERN UNIVERSITY AND A&M COLLEGE**

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

<b>TYPES OF COMPLETERS</b>	<b>NUMBER PASSED</b>	<b>TOTAL NUMBER</b>	<b>PERCENTAGE PASSED</b>
2003-2004 Regular Program Completers	56	56	100%
2003-2004 Alternate Program Completers	3	3	100%
<b>Total</b>	<b>59</b>	<b>59</b>	<b>100%</b>

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**

<b>Institution Name</b>	SOUTHERN UNIV AND A&M COLLEGE
<b>Institution Code</b>	6663
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	56

<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>Basic Skills</b>							
COMMUNICATION SKILLS	500	1			4		
GENERAL KNOWLEDGE	510	1			5		
PPST READING	710	6			97	97	100%
CBT READING	711	21	21	100%	605	605	100%
PPST WRITING	720	5			96	96	100%
CBT WRITING	721	22	22	100%	601	601	100%
PPST MATHEMATICS	730	3			85	85	100%
CBT MATHEMATICS	731	19	19	100%	585	585	100%
COMPUTERIZED PPST READING	5710	24	24	100%	485	485	100%
COMPUTERIZED PPST WRITING	5720	24	24	100%	490	490	100%
COMPUTERIZED PPST MATHEMATICS	5730	29	29	100%	513	513	100%
<b>Professional Knowledge</b>							
PROFESSIONAL KNOWLEDGE	520	1			4		
PRINCIPLES LEARNING & TEACHING K-6	522	34	34	100%	1070	1062	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				5		
PRINCIPLES LEARNING & TEACHING 7-12	524	20	20	100%	453	449	99%
<b>Academic Content Areas</b>							
EDUC IN ELEM SCHOOL	010	1			1		
ELEM ED CURR INSTRUC ASSESSMENT	011	4			135	131	97%
ELEM ED CONTENT AREA EXERCISES	012	4			136	135	99%



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

<b>Institution Name</b>	SOUTHERN UNIV AND A&M COLLEGE
<b>Institution Code</b>	6663
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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>	<b>Statewide</b>		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	29	29	100%	780	773	99%
EARLY CHILDHOOD EDUCATION	020				86	86	100%
BIOLOGY AND GENERAL SCIENCE	030				29	29	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	3			87	87	100%
ENG LANG LIT COMP PEDAGOGY	043	3			87	87	100%
MATHEMATICS	060				21	21	100%
MATHEMATICS CONTENT KNOWLEDGE	061				2		
CHEM PHYSICS AND GENERAL SCIENCE	070				5		
SOCIAL STUDIES	080				1		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	5			96	94	98%
SOCIAL STUDIES: INTERPRET MATERIALS	083	5			96	96	100%
PHYSICAL EDUCATION	090	2			58	58	100%
PHY EDUCATION: CONTENT KNOWLEDGE	091				2		
BUSINESS EDUCATION	100				9		
MUSIC EDUCATION	110	3			28	28	100%
MUSIC CONTENT KNOWLEDGE	113	1			4		
FAMILY AND CONSUMER SCIENCES	120				7		
MIDDLE SCHOOL SUBJECTS: CK	146				1		
FRENCH	170				1		





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

<b>Institution Name</b>	SOUTHERN UNIV AND A&M COLLEGE
<b>Institution Code</b>	6663
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	56

<i>Type of Assessment</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>
Aggregate - Basic Skills	53	53	100%	1203	1203	100%
Aggregate - Professional Knowledge	55	55	100%	1532	1520	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	49	49	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						
<b>Summary Totals and Pass Rates</b>	56	56	100%	1542	1521	99%

**APPENDIX B**

**SOUTHERN UNIVERSITY AND A&M COLLEGE**

***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
<b>Planning</b>					
1. Specify learning objectives in terms of clear, concise student outcomes.	3.21	1	1	14	8
2. Plan a series of activities that help my students achieve those objectives.	3.21	1	2	12	9
3. Successfully identify individual student differences in the context of a whole class.	3.25	1	1	13	9

\* 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.	3.08	1	2	15	6
Instruction					
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.25	1	0	15	8
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.17	1	1	15	7
7. Integrate a variety of materials to achieve lesson objectives.	3.08	1	2	15	6
8. Change or adjust a lesson to respond to my students' outcomes.	3.13	1	3	12	8
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.08	1	3	13	7
10. Implement teacher-directed or student-centered activities that result in student learning.	3.08	2	1	14	7
11. Successfully plan for individual student differences in the context of a whole class.	3.08	1	3	13	7
12. Open, develop, and close a lesson effectively.	3.21	1	1	14	8
13. Integrate technology into my lessons.	3.08	1	1	17	5
14. Successfully present content at a developmentally appropriate level.	3.17	1	1	15	7
15. Effectively use appropriate formal and informal assessment techniques.	3.33	1	1	11	11
16. Provide timely feedback to my students.	3.04	1	2	16	5
17. Produce evidence of student academic growth.	3	1	3	15	5

18. Employ effective teaching practices as modeled by faculty.	3	1	3	15	5
<b>Instruction</b>					
19. Relate examples, real-life situations, or current events to the content being taught.	3.25	1	0	15	8
20. Teach in one or more subject areas.	3.33	1	0	13	10
21. Communicate effectively with students.	3.25	2	0	12	10
22. Encourage participation from all students.	3.21	2	0	13	9
23. Monitor the ongoing performance of students.	3.17	2	1	12	9
<b>Management</b>					
24. Facilitate learning by organizing available space, materials, and equipment.	3.08	1	3	13	7
25. Maintain a positive learning environment.	3.38	1	0	12	11
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.08	1	3	13	7
27. Manage and adjust my time to ensure that learning objectives are met.	3.08	2	1	14	7
28. Clearly communicate my expectations for appropriate behavior to my students.	3.17	1	0	17	6
29. Monitor and respond to appropriate student behavior in an effective way.	3.25	1	0	15	8
30. Monitor and respond to inappropriate student behavior in an effective way.	3.21	1	1	14	8

School Improvement					
31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	3	2	2	14	6
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.08	2	2	12	8
33. Collaboratively and effectively work with colleagues.	3.04	3	0	14	7
34. Understand the importance of and plan for professional development.	3.08	2	3	10	9
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

### SOUTHERN UNIVERSITY AND A&M COLLEGE

#### 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
56	3	25	84

##### 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	55	2	24
MATHEMATICS		2	2

SCIENCE	General Science			
	Biology			
	Chemistry			
	Physics		1	
	Earth Science			
	Environmental Science			
<b>MIDDLE SCHOOL</b>				
<b>SPECIAL EDUCATION</b>		3		11
MALE	Early Childhood			
	Elementary	2		1
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)		2	1	
<b>Subtotals for Bonus Points</b>		62	6	38
<b>TOTAL BONUS POINTS</b>		<b>106/2 = 53</b>		

**TOTAL POINTS: 84 + 53 = 137**