



LOUISIANA BOARD OF REGENTS 2005-2006 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS SOUTHERN UNIVERSITY AND A&M COLLEGE

Message from the Commissioner:

The Board of Regents is proud of all the teacher preparation programs in our state that reached out to restore education in Louisiana after the devastation of Hurricanes Katrina and Rita. The storms displaced over 84,000 university students, 176,000 K-12 students, 12,000 K-12 teachers, and 1.3 million citizens during fall 2005. The outreach by university faculty and their pre-service teachers was unprecedented. Displaced pre-service teachers were welcomed into new university environments and provided basic essentials to resume their education; pre-service teachers volunteered their time in shelters and helped deliver enrichment programs to displaced children; pre-service teachers assisted overcrowded schools deliver instruction to children who were experiencing emotional turmoil due to unimaginable losses; and displaced student teachers were welcomed into K-12 schools in new communities and provided clothing and housing to help them graduate on time. Of equal importance, faculty who lost their homes, personal belongings, and professional resources returned to their universities and joined in efforts to locate their displaced university students and rebuild the educational programs on their damaged campuses. The compassion and dedication demonstrated by teacher preparation faculty and pre-service teachers during this past year will not be forgotten.

E. Joseph Savoie
Commissioner of Higher Education

Mission of the 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

Mission of the University (Cont'd.)

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 the University

During Fall 2004, the university had a total enrollment of 8053 undergraduate and 1385 graduate students. A total of 3489 students were males and 5949 were females. The majority of the undergraduate students were from Louisiana with a total of 7783 in-state students, 1478 out-of-state students, and 177 foreign students. Among students enrolled in the undergraduate program, 7785 were black, 128 were white, and 140 were other races. Among students enrolled in the graduate program, 1176 were black, 110 were white, and 99 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 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 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 hands-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 being 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

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 2004-2005 including all areas of teaching specialization.	75
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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 2004, Fall 2004, and/or Spring 2005.	123
3. Supervising faculty for supervised student teaching and Internship experiences.	
a. Number of appointed full time faculty in professional Education.	27
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2004, Fall 2004, and Spring 2005.	6
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2004, Fall 2004, and Spring 2005.	5
d. Total number of supervising faculty for the teacher preparation program during 2004-2005.	8
4. Student/faculty ratio for student teaching and internship experiences.	5:1
5. Student participation in student teaching.	
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a. Average number of hours per week required of student participation in supervised student teaching during academic year 2004-2005.	25
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2004-2005.	15
c. Total number of hours required during academic year 2004-2005 for student teaching.	300

**LOUISIANA BOARD OF REGENTS
2005-2006 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 subsequent phases (2002-2003, 2003-04, and 2004-05), 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) were assessed. In the future, additional factors will be assessed to examine such areas as ratings of programs by first year teachers' mentors and growth of learning of students taught by new teachers. The purpose of this accountability system is to clearly demonstrate to the public that all universities and colleges in Louisiana are working diligently to produce quality teachers who work 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. However, quantity and PRAXIS examination passage rate data that can be collected are being disseminated to the public in a *2005-06 Institutional Report for the Preparation of Teachers*.

**QUANTITY OF PROGRAM COMPLETERS AND
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES
2004-2005 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

	TOTAL NUMBER	NUMBER PASSED	PERCENTAGE PASSED
HEA Title II 2004-2005 Regular Program Completers	58	57	98%
HEA Title II 2004-2005 Alternate Program Completers	0	0	N/A
Total	58	57	98%



**HEA - Title II
2004-2005 Academic
Year
Regular Program
Completers**

Institution Name	SOUTHERN UNIV A and M COLLEGE
Institution Code	6663
State	Louisiana
Number of Program Completers Submitted	58
Number of Program Completers found, matched, and used in passing rate Calculations¹	58

September 30, 2006

<i>Type of Assessment</i>	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	4			234	234	100%
CBT READING	711	6			124	124	100%
PPST WRITING	720	5			230	230	100%
CBT WRITING	721	8			121	121	100%
PPST MATHEMATICS	730	7			227	227	100%
CBT MATHEMATICS	731	5			114	114	100%
COMPUTERIZED PPST READING	5710	45	45	100%	968	968	100%
COMPUTERIZED PPST WRITING	5720	41	41	100%	972	972	100%
COMPUTERIZED PPST MATHEMATICS	5730	44	44	100%	991	991	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	1			52	52	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	5			25	25	100%
PRINCIPLES LEARNING & TEACHING K-6	522	24	24	100%	910	905	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				7	7	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	29	29	100%	553	548	99%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	5			24	24	100%
Academic Content Areas							
ELEM ED CONTENT AREA EXERCISES	012	1			2	2	100%
ELEMENTARY ED CONTENT KNOWLEDGE	014	23	22	96%	880	868	99%

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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Year
Regular Program
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Institution Code	6663
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Number of Program Completers found, matched, and used in passing rate Calculations¹	58

September 30, 2006

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
Academic Content Areas							
BIOLOGY AND GENERAL SCIENCE	030	1			29	26	90%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			94	92	98%
ENG LANG LIT COMP PEDAGOGY	043	1			93	93	100%
MATHEMATICS	060				3	3	100%
MATHEMATICS: CONTENT KNOWLEDGE	061	2			43	43	100%
MIDDLE SCHOOL MATHEMATICS	069				1	1	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				5	5	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	11	11	100%	132	132	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	11	11	100%	133	133	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				2	2	100%
PHYSICAL EDUCATION	090	3			13	13	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	4			56	56	100%
BUSINESS EDUCATION	100				9	9	100%
MUSIC EDUCATION	110				5	5	100%
MUSIC CONTENT KNOWLEDGE	113	2			49	49	100%
FAMILY AND CONSUMER SCIENCES	120				9	9	100%
FRENCH	170				1	1	100%
SPANISH CONTENT KNOWLEDGE	191				6	6	100%
MIDDLE SCHOOL SCIENCE	439				1	1	100%

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.



**HEA - Title II
2004-2005 Academic Year
Regular Program Completers**

Institution Name	SOUTHERN UNIV A and M COLLEGE
Institution Code	6663
State	Louisiana
Number of Program Completers Submitted	58
Number of Program Completers found, matched, and used in passing rate Calculations¹	58

September 30, 2006

				Statewide		
<i>Type of Assessment²</i>	<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	57	57	100%	1342	1342	100%
Aggregate - Professional Knowledge	59	59	100%	1547	1537	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	48	47	98%	1346	1329	99%
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	58	57	98%	1543	1520	99%

- 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.



**HEA - Title II
2004-2005 Academic
Year Quartile Ranking
(Regular Completers)**

Institution Name	SOUTHERN UNIV A and M COLLEGE
Institution Code	6663
State	Louisiana
Number of Program Completers Submitted	58
Number of Program Completers found, matched, and used in passing rate Calculations¹	58
Number of Individuals Licensed	
Number of Out-Of-State Program Completers	
Number of In-State Program Completers	1543

September 30, 2006

<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Institutional Quartile Rank</i>	Statewide		
					<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	57	57	100%	I	1342	1342	100%
Aggregate - Professional Knowledge	59	59	100%	I	1547	1537	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	48	47	98%	II	1346	1329	99%
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	58	57	98%	II	1543	1520	99%

- 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.