



# LOUISIANA BOARD OF REGENTS

## 2006-2007 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

### SOUTHERN UNIVERSITY AND A&M COLLEGE

#### ***Message from the Commissioner:***

*The annual Board of Regents Institutional Report for the Preparation of Teachers, begun in 2002, is a fundamental component of Louisiana's nationally-recognized effort to enhance the quality of its public and private teacher education programs. Given the universally acknowledged impact of educational attainment on economic development, this report takes on even greater significance as Louisiana continues its recovery from the storms of 2005. Teacher preparation programs across Louisiana have continued to exhibit extraordinary efforts as they have addressed the emotional and academic needs of their teacher candidates. I am confident that this effort is helping to move Louisiana closer to our goal of providing a caring, competent teacher for every student in every classroom every year.*

***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 professionals 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

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

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 2005, the university had a total enrollment of 8,964 undergraduate and 1,400 graduate students. A total of 3,842 students were males and 6,522 were females. The majority of the students were from Louisiana with a total of 8,648 in-state students, 1,545 out-of-state students, and 164 foreign students. Among students enrolled in the undergraduate program, 8,220 were black, 180 were white, and 564 were other races. Among students enrolled in the graduate program, 1,202 were black, 93 were white, and 105 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**

- 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.

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

- The conversion of Capitol High School, one of the PDS sites, into two small college preparatory high schools in which SUBR pre-service and in-service teachers participate, continues through a grant from the Bill and Malinda 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 pre-service 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.
- The College of Education established a Video Conference Center in the Department of Special Education
- The Unit also organized a “Literature Circle” composed of faculty from across programs in the College of Education.
- A team of “Young Researchers” has also been organized to address issues that are confronting the school system in the surrounding parishes.

**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 2005-2006 including all areas of teaching specialization.	531
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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 2005, Fall 2005, and/or Spring 2006.	126
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 2005, Fall 2005, and Spring 2006.	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 2005, Fall 2005, and Spring 2006.	5
d. Total number of supervising faculty for the teacher preparation program during 2005-2006.	10
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 2005-2006.	25
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2005-2006.	15
c. Total number of hours required during academic year 2005-2006 for student teaching.	300



## **LOUISIANA BOARD OF REGENTS 2006-2007 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

### **OVERVIEW**

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' Praxis examinations and ratings by teachers of 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. A decision was made to revise the Teacher Preparation Accountability System during 2006-07. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06 Institutional Reports for the Preparation of Teachers* and *2006-07 Institutional Reports for the Preparation of Teachers*. These reports can be found on the Board of Regents web site at: <http://asa.regents.state.la.us/TE/reports/2006>. The documents provide an overview of the quantity of program completers and the passage rates of program completers at individual universities.

**QUANTITY OF PROGRAM COMPLETERS AND  
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES  
2005-2006 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITIES	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
<b>SOUTHERN UNIVERSITY AND A&amp;M COLLEGE</b>	HEA Title II 2005-2006 Regular Program Completers	59	59	100%
	HEA Title II 2005-2006 Alternate Program Completers	30	28	93%
	Total Number of 2005-2006 Program Completers	89	87	98%

**HEA TITLE II 2005-2006 ACADEMIC YEAR PASSAGE RATES REPORTS FOR  
REGULAR PROGRAM COMPLETERS  
ARE LOCATED ON THE FOLLOWING PAGES.**

**HEA TITLE II 2005-2006 ACADEMIC YEAR PASSAGE RATES REPORTS FOR  
ALTERNATE PROGRAM COMPLETERS  
ARE NOT YET AVAILABLE FROM THE EDUCATIONAL TESTING SERVICE  
FOR DISSEMINATION TO THE PUBLIC.**



**HEA - Title II  
2005-2006 Academic Year  
Regular Program Completers  
Passage Rate Scores**

<b>Institution Name</b>	SOUTHERN UNIV A and M COLLEGE
<b>Institution Code</b>	6663
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	59
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	59

March 30, 2007

<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>							
PPST READING	710	5			310	310	100%
CBT READING	711	1			14	14	100%
PPST WRITING	720	7			310	310	100%
CBT WRITING	721				18	18	100%
PPST MATHEMATICS	730	4			304	304	100%
CBT MATHEMATICS	731	1			16	16	100%
COMPUTERIZED PPST READING	5710	47	47	100%	1063	1063	100%
COMPUTERIZED PPST WRITING	5720	47	47	100%	1064	1064	100%
COMPUTERIZED PPST MATHEMATICS	5730	49	49	100%	1075	1075	100%
<b>Professional Knowledge</b>							
EARLY CHILDHOOD EDUCATION	020				99	99	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	3			52	52	100%
PRINCIPLES LEARNING & TEACHING K-6	522	19	19	100%	835	833	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				17	17	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	37	37	100%	494	492	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	3			50	50	100%



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<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	22	22	100%	912	909	100%
BIOLOGY AND GENERAL SCIENCE	030				10	10	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	8			100	98	98%
ENG LANG LIT COMP PEDAGOGY	043	8			100	100	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				4		
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	5			60	59	98%
MIDDLE SCHOOL MATHEMATICS	069				4		
CHEM PHYSICS AND GENERAL SCIENCE	070				9		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	14	14	100%	113	113	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	14	14	100%	112	112	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				1		
PHYSICAL EDUCATION	090				3		
PHYSICAL ED: CONTENT KNOWLEDGE	091	7			105	105	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113	2			62	62	100%
FAMILY AND CONSUMER SCIENCES	120				5		
ART CONTENT KNOWLEDGE	133				17	17	100%
AGRICULTURE	700				7		



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					<b>Statewide</b>		
<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>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Academic Content Areas (Cont'd.)</b>							
FRENCH CONTENT KNOWLEDGE	173				5		
SPANISH CONTENT KNOWLEDGE	191				2		
SPEECH COMMUNICATION	220				4		
BIOLOGY CONTENT KNOWLEDGE	235				7		
MIDDLE SCHOOL SCIENCE	439				2		
AGRICULTURE	700				7		



**HEA - Title II  
2005-2006 Academic Year  
Regular Program Completers  
Passage Rate Report**

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March 30, 2007

<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<b>Statewide</b>		
				<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	55	55	100%	1405	1405	100%
Aggregate - Professional Knowledge	59	59	100%	1495	1491	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	58	58	100%	1440	1434	100%
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<sup>5</sup></b>	59	59	100%	1474	1464	99%



**Notes:**

- <sup>1</sup> 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.
- <sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.
- <sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.
- <sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.
- <sup>5</sup> 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.