



LOUISIANA BOARD OF REGENTS

2002-2003 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

GRAMBLING STATE UNIVERSITY

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 and Philosophy of University

Founded in 1901 as a private industrial school to educate African American citizens of north central Louisiana, Grambling State University, a constituent institution in the University of Louisiana System, is now a comprehensive university offering undergraduate, graduate, professional and continuing education programs. All programs are designed to meet the educational needs of a clientele that is primarily statewide and secondarily national and international. Grambling State University assumes in a unique way the role of a public university. It strives:

- To provide equal access to higher education for all applicants regardless of race, color, sex, national origin, age, religion, disability, and veteran status;
- To provide opportunities for students to develop intellectually, to acquire appropriate job skills, and to achieve self-actualization through instruction,

Mission and Philosophy of University (Cont'd)

research, public service, and special programs which seek to meet the needs of all students, including those who have been adversely affected by educational, social, and economic deprivation;

- To generate new knowledge through pure and applied research related to curricular emphases in business, science and technology, nursing, social work, liberal arts, and education;
- To render service to the community and to the citizenry of Louisiana, dedicated to raising the standard of living and enhancing the quality of life through economic development, entrepreneurial activities, and life-long learning;
- To expose students to opportunities that enhance their potential for appreciation of diverse cultures;
- To provide opportunities for students to utilize information technologies in preparation for participation in a global society; and
- To serve as a repository for preserving the heritage of people of African American descent.

Grambling State University endeavors to achieve excellence in higher education through teaching, research, and service governed by the principles of academic freedom. The University believes that education is the cornerstone of an enlightened, creative, and productive society. It strives to be true to its motto: "Grambling State University is the place where everybody is somebody."

Student Characteristics of University

During Fall 2001, Grambling State University had a total enrollment of 4,052 undergraduate and 448 graduate students. A total of 1,877 students were males and 2,623 were females. The majority of the students were from Louisiana with a total of 2,985 in-state students, 1,443 out-of-state students, and 72 foreign students. Among students enrolled in the undergraduate program, 3,913 were black, 79 were white, and 60 were other races. Among students enrolled in the graduate program, 373 were black, 60 were white, and 15 were other races.

Accreditation and Approval of Teacher Preparation Program

Grambling State University is accredited by the Southern Association of Colleges and Schools (SACS) and 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

- Grambling State University is ranked 22nd in conferring B.S. degrees in Education to African Americans.
- Grambling is ranked 34th in conferring doctoral degrees in Education to African Americans. (Both of these rankings are found in the 1997 edition of *Black Issues in Higher Education*.)
- Grambling has 1000 majors in Teacher Education.
- Grambling places 90% of its graduates in the field.
- Grambling is the home of the nation's only doctoral program in Developmental Education with 100 graduates since spring 1988 - all of whom are working in the field.
- Grambling has one Endowed Professorship in the Department of Teacher Education and three Endowed Professorships in the Department of Health, Physical Education, and Recreation.
- Grambling is a member of the Louisiana Education Consortium with the University of Louisiana-Monroe and Louisiana Tech University.
- Grambling has partnerships with P-12 schools

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 2001-2002 including all areas of teaching specialization.	225
---	-----

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 2001, Fall 2001, and/or Spring 2002.	641
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.	0
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.	0
d. Total number of supervising faculty for the teacher preparation program during 2001-2002.	14
4. Student/faculty ratio for student teaching and internship experiences.	2:1
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.	30
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.	450

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

GRAMBLING STATE UNIVERSITY

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.

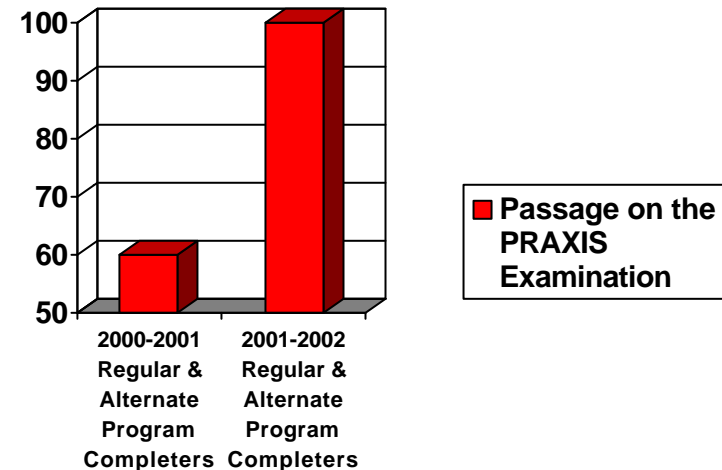
I. INSTITUTIONAL PERFORMANCE INDEX

**A. Grade Performance of 2001-2002 Regular and Alternate Certification Program Completers on Certification Index
(Percentage of students who passed the PRAXIS Examination)**

Grade: A+
PRAXIS Passage Rate: 100.0%
Scaled Score: 136

This is a difference of **+40.0%** when compared to the **60%** 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:	<i>Not Applicable</i>
Mean Score of Survey	
Respondents:	<i>Not Applicable</i>
Total number of Survey Respondents:	5
Scaled Score:	<i>Not Applicable</i>

Data not reported for institutions with fewer than 10 survey respondents.

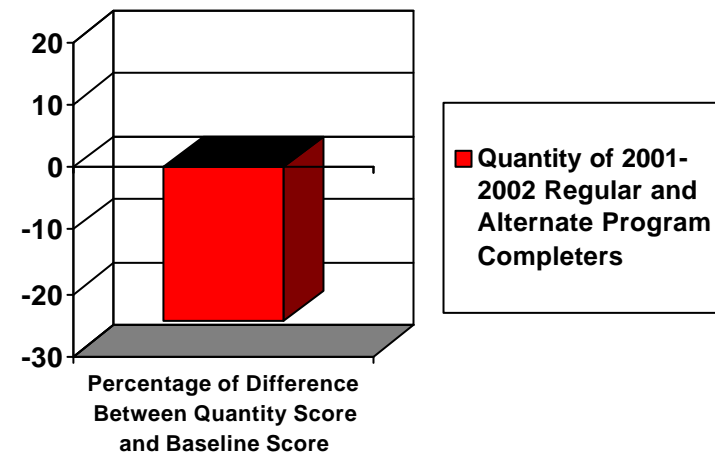
The following scale was used to determine grades for mean responses on surveys: A+ = Mean 128 & above; A = Mean 117.0 – 127.9; B = 107.0 – 116.9; C = Mean 93.0 – 106.9; Below C = Mean Below 93.0. See Appendix B for a breakdown of scores. Scaled scores are not assigned for institutions with fewer than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

II. QUANTITY INDEX

Grade for Quantity Score

Grade:	<i>Not Applicable</i>
Quantity Score:	34
Baseline Score:	45
Percentage of Difference:	-24.4%
Scaled Score:	<i>Not Applicable</i>

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 attaining a 100% 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**

GRAMBLING STATE UNIVERSITY

	NUMBER PASSED	TOTAL NUMBER	PERCENTAGE PASSED
2001-2002 Regular Program Completers	19	19	100%
2001-2002 Alternate Program Completers	2	2	100%
Total	21	21	100%

This university has successfully exited Corrective Action as a result of 2001-2002 program completers demonstrating a 100% passage rate on the PRAXIS examination. This university will not be assigned a new grade 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

Institution Name	GRAMBLING STATE UNIVERSITY
Institution Code	6250
State	Louisiana
Number of Program Completers Submitted	19
Number of Program Completers found, matched, and used in passing rate Calculations	19

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>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
COMMUNICATION SKILLS	500	12	12	100%	619	619	100%
GENERAL KNOWLEDGE	510	9			555	554	100%
PPST READING	710	1			422	421	100%
CBT READING	711	3			620	619	100%
PPST WRITING	720	1			457	457	100%
CBT WRITING	721	3			582	578	99%
PPST MATHEMATICS	730	4			455	453	99%
CBT MATHEMATICS	731	6			651	649	100%
COMPUTERIZED PPST READING	5710				11	10	91%
COMPUTERIZED PPST WRITING	5720				13	12	92%
COMPUTERIZED PPST MATHEMATICS	5730				16	13	81%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520	3			89	87	98%
PRINCIPLES LEARNING & TEACHING K-6	522	10	10	100%	1124	1101	98%
PRINCIPLES LEARNING & TEACHING 7-12	524	6			544	516	95%
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010				16	15	94%
ELEM ED CURR INSTRUC ASSESSMENT	011	11	11	100%	997	978	98%
ELEM ED CONTENT AREA EXERCISES	012	11	11	100%	995	995	100%
EARLY CHILDHOOD EDUCATION	020						



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

Institution Name	GRAMBLING STATE UNIVERSITY
Institution Code	6250
State	Louisiana
Number of Program Completers Submitted	19
Number of Program Completers found, matched, and used in passing rate Calculations	19

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>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Academic Contents Areas (Cont'd)							
BIOLOGY AND GENERAL SCIENCE	030				30	30	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				104	99	95%
ENG LANG LIT COMP PEDAGOGY	043				99	94	95%
MATHEMATICS	060				45	45	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				8		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	2			109	102	94%
SOCIAL STUDIES: INTERPRET MATERIALS	083	2			107	103	96%
PHYSICAL EDUCATION	090	3			148	146	99%
BUSINESS EDUCATION	100	1			13	13	100%
MUSIC EDUCATION	110				69	66	96%
FAMILY AND CONSUMER SCIENCES	120				15	15	100%
FRENCH	170				2		



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

Institution Name	GRAMBLING STATE UNIVERSITY
Institution Code	6250
State	Louisiana
Number of Program Completers Submitted	19
Number of Program Completers found, matched, and used in passing rate Calculations	19

March 18, 2003

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		
				<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	19	19	100%	1681	1672	99%
Aggregate - Professional Knowledge	19	19	100%	1757	1703	97%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	17	17	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						
Summary Totals and Pass Rates	19	19	100%	1776	1687	95%

APPENDIX B

GRADUATE SATISFACTION SURVEY

GRAMBLING STATE UNIVERSITY

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

SURVEY RESULTS

N	Mean	Minimum	Maximum	Standard Deviation
5				

Less than 10 2001-2002 program completers responded to the survey. Therefore, survey results were not used to calculate the 2002-2003 Institutional Performance Score. Once 10 or more students have responded over consecutive years, survey results will be integrated into the accountability system.

APPENDIX C

2002-2003 CALCULATION OF QUANTITY INDEX

GRAMBLING STATE UNIVERSITY

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: **45**.

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: **21**.

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: **13**.

Teacher Shortage Areas		# Regular Program Completers	# Alternate Program Completers	Bonus Points
MINORITIES		19	2	21
MATHEMATICS		0	0	0
SCIENCE	General	0	0	0
	Biology	0	1	1
	Chemistry	0	0	0
	Physics	0	0	0
	Earth	0	0	0
	Environmental	0	0	0
MIDDLE SCHOOL		0	0	0
SPECIAL EDUCATION		2	0	2
MALE	Early Childhood	0	0	0
	Elementary	2	0	2
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)		0	0	0
TOTAL		23	3	26 * .5 = 13

C. QUANTITY

Quantity Score = **21** (Program Completers) + **13** (Bonus Points) = **34**

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