

**LOUISIANA BOARD OF REGENTS
2007-2008 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
SOUTHERN UNIVERSITY AND A & M COLLEGE**

Message from the Commissioner:

Louisiana is being recognized nationally for the efforts of our universities to prepare high-quality new teachers who enter the profession prepared to address the needs of PK-12 students. All campuses are to be commended for the work they have done in the past and the work they are doing today to enhance the knowledge and skills of all new teachers. As improved student achievement continues to be a goal of all educators in Louisiana, the success of your work will continue for years to come as your well-prepared new teachers further develop their capabilities and become even more effective teachers in the future. The work you are doing is of the utmost importance, for it impacts the lives of students in Louisiana, and it impacts the economic health of our state.

E. Joseph Savoie

Mission of University

The mission of Southern University and A&M College (SUBR), an Historically Black, 1890 land-grant institution, is to provide opportunities for a diverse student population to achieve a high-quality, global educational experience, to engage in scholarly research, and creative activities, and to give meaningful public service to the community, the state, the nation, and the world so that Southern University graduates are competent, informed, and productive citizens.

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

Mission of University (Cont'd)

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 students.

Student Characteristics of University

During Fall 2006, the university had a total enrollment of 7,335 undergraduate and 1,289 graduate students. A total of 3,127 students were males and 5,497 were females. The majority of the students were from Louisiana with a total of 5,979 in-state students, 1,295 out-of-state students, and 58 foreign students. Among students enrolled in the undergraduate program, 7020 were black, 143 were white, and 172 were other races. Among students enrolled in the graduate program, 1,134 were black, 75 were white, and 80 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 (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501). In addition, the college 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 Louisiana Board of Regents and the Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- The College of Education has reviewed and revised its mission statement which now states that, "The mission of the College of Education at Southern University is to develop professionals who think critically and use best practices in diverse educational and clinical environments.
- The College of Education in conjunction with the East Baton Rouge School Board co-hosted the 7th Annual Summit on the National African American School Board Members Council that was held in Baton Rouge, LA.
- The College of Education in conjunction with the East Baton Rouge School Board hosted the Thurgood Marshall Scholarship Fund Peer Learning Network Conference in Baton Rouge, LA.

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

- The College of Education and College of Sciences at SUBR, along with Louisiana State University and Southeastern Louisiana University were the successful recipients of a grant of up to \$2.4 million to improve teacher education in math and science. The grant was one of 12 awarded nationwide by the National Math and Science Initiative to implement programs modeled after U-Teach, a highly successful math and science secondary teacher preparation program at the University of Texas at Austin. The co-principal investigator from the College of Education is Dr. VerJanis A. Peoples.
- SUBR/COE was accredited for being one of four institutions in the state recognized for training better principals. (Source: The Advocate (1/08))
- The College of Education submitted electronic program reports to NCATE on February 1, 2008. The College of Education continues to be the home of the Jumpstart Program. The goal of Jumpstart is to build literacy, language, social, and initiative skills in young children. This is done by pairing motivated college students, called Corps members, with preschool children in caring and supportive one-to-one relationships for an entire school year. Schools in the surrounding area benefit from this program.
- The College of Education revised the Recruitment and Retention Plan and the Diversity Plan.
- Faculty in the College of Education revitalized the undergraduate NEA organization.
- A new Department of Educational Leadership was developed to house the Educational Leadership Program.

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 2006-2007 including all areas of teaching specialization.	505
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

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 2006, Fall 2006, and/or Spring 2007.	94
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	31
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2006, Fall 2006, and Spring 2007.	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 2006, Fall 2006, and Spring 2007.	5
d. Total number of supervising faculty for the teacher preparation program during 2006-2007.	42
4. Student/faculty ratio for student teaching and internship experiences.	2:2
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2006-2007.	25
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2006-2007.	15
c. Total number of hours required during academic year 2006-2007 for student teaching.	375



LOUISIANA BOARD OF REGENTS 2007-2008 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. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06, 2006-07, and 2007-08 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/2007>. 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
2006-2007 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
SOUTHERN UNIVERSITY AND A&M COLLEGE	HEA Title II 2006-2007 Regular Program Completers	49	48	98%
	HEA Title II 2006-2007 Alternate Program Completers	16	16	100%
	Total Number of 2006-2007 Program Completers	65	64	99%



**HEA - Title II
2006-2007 Academic Year**

Institution Name	SOUTHERN UNIV A and M COLLEGE
Institution Code	6663
State	Louisiana
Number of Program Completers Submitted	49
Number of Program Completers found, matched, and used in passing rate Calculations¹	49

March 30, 2008

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
Basic Skills							
PPST READING	710	6			328	328	100%
PPST WRITING	720	7			340	340	100%
PPST MATHEMATICS	730	7			335	335	100%
COMPUTERIZED PPST READING	5710	35	35	100%	1020	1020	100%
COMPUTERIZED PPST WRITING	5720	36	36	100%	1011	1011	100%
COMPUTERIZED PPST MATHEMATICS	5730	36	36	100%	1020	1020	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	1			184	184	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	1			51	51	100%
PRINCIPLES LEARNING & TEACHING K-6	522	26	26	100%	699	699	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	2			53	53	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	18	18	100%	488	484	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	1			37	37	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	28	28	100%	845	841	99%
BIOLOGY AND GENERAL SCIENCE	030				2		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	4			92	91	99%
ENG LANG LIT COMP PEDAGOGY	043	4			92	92	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049	1			10	10	100%
MATHEMATICS	060				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	2			55	55	100%
MIDDLE SCHOOL MATHEMATICS	069				13	13	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				2		



**HEA - Title II
2006-2007 Academic Year**

Institution Name	SOUTHERN UNIV A and M COLLEGE
Institution Code	6663
State	Louisiana
Number of Program Completers Submitted	49
Number of Program Completers found, matched, and used in passing rate Calculations¹	49

March 30, 2008

<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 Content Areas							
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	7			119	119	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	7			118	118	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				12	12	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	3			107	107	100%
BUSINESS EDUCATION	100				11	11	100%
MUSIC EDUCATION	110				1		
MUSIC CONTENT KNOWLEDGE	113	4			81	80	99%
FAMILY AND CONSUMER SCIENCES	120				6		
ART CONTENT KNOWLEDGE	133				30	29	97%
FRENCH CONTENT KNOWLEDGE	173				5		
SPANISH CONTENT KNOWLEDGE	191				7		
SPEECH COMMUNICATION	220				7		
BIOLOGY CONTENT KNOWLEDGE	235				23	23	100%
CHEMISTRY CONTENT KNOWLEDGE	245				2		
GENERAL SCI CONTENT KNOWLEDGE	435				4		
MIDDLE SCHOOL SCIENCE	439				15	15	100%
AGRICULTURE	700				2		



**HEA - Title II
2006-2007 Academic Year**

Institution Name	SOUTHERN UNIV A and M COLLEGE
Institution Code	6663
State	Louisiana
Number of Program Completers Submitted	49
Number of Program Completers found, matched, and used in passing rate Calculations¹	49

March 30, 2008

<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	Statewide		
				<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	44	44	100%	1361	1361	100%
Aggregate - Professional Knowledge	48	48	100%	1471	1467	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	49	48	98%	1454	1443	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	49	48	98%	1429	1416	99%

Footnotes:

- 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.