



LOUISIANA BOARD OF REGENTS 2005-2006 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS GRAMBLING STATE UNIVERSITY

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 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;

Mission of University (Cont'd.)

- to provide opportunities for students to develop intellectually, to acquire appropriate job skills and to achieve self-actualization through instruction, 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 2004, the university had a total enrollment of 4441 undergraduate and 599 graduate students. A total of 1986 students were males and 3054 were females. The majority of the students were from Louisiana with a total of 3221 in-state students, 1819 out-of-state students, and 79 foreign students. Among students enrolled in the undergraduate program, 4179 were black, 123 were white, and 139 were other races. Among students enrolled in the graduate program, 508 were black, 74 were white, and 17 were other races.

Notable Features and Accomplishments of Teacher Preparation Program

- Only Doctoral Program in Developmental Education in the country.
- One of three institutions in a consortium preparing Educational Leaders and Curriculum Specialists (Grambling State University, University of Louisiana at Monroe, and Louisiana Tech University).
- Research and Scholarly Endeavors by faculty in the areas of Classroom Management, Cultural Diversity, Literacy Across the Curriculum, and PRAXIS Preparation.
- Partnership with K-12 school districts and systems inclusive of work with Grambling State University's Professional Development School in Shreveport: Mooretown.
- 2005-2006 Siemens Teachers Scholarship Recipient
- Thomas G. Clausen Classroom Teachers' Scholarship Recipient
- Female NCAA Division I Degree Completion Award
- Alma J. Brown Elementary School
 - No Child Left Behind Blue Ribbon School Award.
 - Louisiana Association of Business & Industry Award – Top 10 Most Improved Schools in Louisiana
 - SACS Continuing Accreditation
 - Omega Psi Phi Tau Chapter Scholarship Award
 - The Earl Lester Cole Honors College Award of Excellence
 - Board of Elementary & Secondary Education Exemplary Academic Growth Award
 - Board of Elementary and Secondary Education Certificate of Recognition
 - Lincoln Parish School Board Exemplary Academic Growth Award
- Grambling State University Laboratory High School
 - Pink Sherman Memorial Scholarship Recipient
 - Lincoln Parish Academic Award Recipient

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 2004-2005 including all areas of teaching specialization.	457
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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.	37
3. Supervising faculty for supervised student teaching and Internship experiences.	
a. Number of appointed full time faculty in professional Education.	19
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2004, Fall 2004, and Spring 2005.	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 2004, Fall 2004, and Spring 2005.	0
d. Total number of supervising faculty for the teacher preparation program during 2004-2005.	19
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 2004-2005.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2004-2005.	16
c. Total number of hours required during academic year 2004-2005 for student teaching.	540

**LOUISIANA BOARD OF REGENTS
2005-2006 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 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	24	23	96%
HEA Title II 2004-2005 Alternate Program Completers	0	0	N/A
Total	24	23	96%



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

Institution Name	GRAMBLING STATE UNIVERSITY
Institution Code	6250
State	Louisiana
Number of Program Completers Submitted	24
Number of Program Completers found, matched, and used in passing rate Calculations¹	24

September 30, 2006

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institution al Pass Rate</i>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
PPST READING	710	1			234	234	100%
CBT READING	711	11	11	100%	124	124	100%
PPST WRITING	720				230	230	100%
CBT WRITING	721	8			121	121	100%
PPST MATHEMATICS	730	1			227	227	100%
CBT MATHEMATICS	731	7			114	114	100%
COMPUTERIZED PPST READING	5710	4			968	968	100%
COMPUTERIZED PPST WRITING	5720	5			972	972	100%
COMPUTERIZED PPST MATHEMATICS	5730	9			991	991	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020				52	52	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				25	25	100%
PRINCIPLES LEARNING & TEACHING K-6	522	10	10	100%	910	905	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				7	7	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	14	14	100%	553	548	99%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				24	24	100%
Academic Content Areas							
ELEM ED CONTENT AREA EXERCISES	012	1			2	2	100%
ELEMENTARY ED CONTENT KNOWLEDGE	014	7			880	868	99%



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Number of Program Completers found, matched, and used in passing rate Calculations¹	24

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				29	26	90%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	2			94	92	98%
ENG LANG LIT COMP PEDAGOGY	043	2			93	93	100%
MATHEMATICS	060				3	3	100%
MATHEMATICS: CONTENT KNOWLEDGE	061	1			43	43	100%
MIDDLE SCHOOL MATHEMATICS	069				1	1	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				5	5	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	4			132	132	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	4			133	133	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				2	2	100%
PHYSICAL EDUCATION	090				13	13	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	2			56	56	100%
BUSINESS EDUCATION	100				9	9	100%
MUSIC EDUCATION	110				5	5	100%
MUSIC CONTENT KNOWLEDGE	113	3			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	GRAMBLING STATE UNIVERSITY
Institution Code	6250
State	Louisiana
Number of Program Completers Submitted	24
Number of Program Completers found, matched, and used in passing rate Calculations¹	24

September 30, 2006

<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	17	17	100%	1342	1342	100%
Aggregate - Professional Knowledge	24	24	100%	1547	1537	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	20	19	95%	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	24	23	96%	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	GRAMBLING STATE UNIVERSITY
Institution Code	6250
State	Louisiana
Number of Program Completers Submitted	24
Number of Program Completers found, matched, and used in passing rate Calculations¹	24
Number of Individuals Licensed	
Number of Out-Of-State Program Completers	
Number of In-State Program Completers	1543

September 30, 2006

<i>Type of Assessment</i> ²	<i>Number Taking Assessment</i> ³	<i>Number Passing Assessment</i> ⁴	<i>Institutional Pass Rate</i>	<i>Institutional Quartile Rank</i>	Statewide		
					<i>Number Taking Assessment</i> ³	<i>Number Passing Assessment</i> ⁴	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	17	17	100%	I	1342	1342	100%
Aggregate - Professional Knowledge	24	24	100%	I	1547	1537	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	20	19	95%	III	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 Rates ⁵	24	23	96%	III	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.