

**LOUISIANA BOARD OF REGENTS  
2007-2008 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS  
GRAMBLING STATE UNIVERSITY**

*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**

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:

1. to provide equal access to higher education for all applicants regardless of race, color, sex, national origin, age, religion, disability, and veteran status;
2. 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;
3. 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;

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

4. 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 lifelong learning;
5. to expose students to opportunities that enhance their potential for appreciation of diverse cultures;
6. to provide opportunities for students to utilize information technologies in preparation for participation in a global society; and
7. 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 2006, the university had a total enrollment of 4,584 undergraduate and 481 graduate students. A total of 2,082 students were males and 2983 were females. The majority of the students were from Louisiana with a total of 3,229 in-state students, 1,836 out-of-state students, and 186 foreign students. Among students enrolled in the undergraduate program, 4,123 were black, 194 were white, and 267 were other races. Among students enrolled in the graduate program, 400 were black, 57 were white, and 24 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 Louisiana Board of Regents and the Louisiana Department of Education.

**Notable Features and Accomplishments of Teacher Preparation Program**

- CITAL (Center for Innovative Teaching and Learning Literacy Across the Curriculum) SubGrant for Literacy Enhancement funded for \$5,000 – The purpose of this subgrant was to help new teachers demonstrate the knowledge and skills to successfully integrate literacy across the curriculum to improve grades 4-12 student achievement in English/reading/language arts. In addition, this grant will help to create a network of university faculty, teachers/district personnel, and state personnel who share knowledge and support local efforts to integrate literacy across the curriculum.
- La GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Grant “CSI: Grambling” funded for \$104,000 for summer of 2007
- Service Learning Grant funded for \$30,000 for Tutoring Middle Grades Katrina Evacuees in Literacy
- Teacher Education Candidate selected as Clausen Scholarship Recipient
- Title III Grant awarded for \$455,000 for five years to create technology enriched teacher preparation classrooms and seminars to better prepare teacher education candidates at the freshmen experience level
- Teacher Education faculty member selected for the 2006-2007 Grambling State University Professor of Education Award.

**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.	64
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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 2006, Fall 2006, and/or Spring 2007.	41
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	9
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2006, Fall 2006, and Spring 2007.	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 2006, Fall 2006, and Spring 2007.	0
d. Total number of supervising faculty for the teacher preparation program during 2006-2007.	9
4. Student/faculty ratio for student teaching and internship experiences.	4:5
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.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2006-2007.	16
c. Total number of hours required during academic year 2006-2007 for student teaching.	560



## **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**

<b>UNIVERSITY</b>	<b>TYPES OF PROGRAMS</b>	<b>TOTAL COMPLETED</b>	<b>NUMBER PASSED</b>	<b>PERCENTAGE PASSED</b>
<b>GRAMBLING STATE UNIVERSITY</b>	HEA Title II 2006-2007 Regular Program Completers	25	25	100%
	HEA Title II 2006-2007 Alternate Program Completers	12	12	100%
	Total Number of 2006-2007 Program Completers	37	37	100%



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

<b>Institution Name</b>	GRAMBLING STATE UNIVERSITY
<b>Institution Code</b>	6250
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	25
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	25

March 30, 2008

<i>Type of Assessment</i>	<b>Assessment Code Number</b>	<b>Number Taking Assessment</b>	<b>Number Passing Assessment</b>	<b>Institutional Pass Rate</b>	<b>Statewide</b>		
					<b>Number Taking Assessment</b>	<b>Number Passing Assessment</b>	<b>Statewide Pass Rate</b>
<b>Basic Skills</b>							
PPST READING	710	8			328	328	100%
PPST WRITING	720	8			340	340	100%
PPST MATHEMATICS	730	8			335	335	100%
COMPUTERIZED PPST READING	5710	11	11	100%	1020	1020	100%
COMPUTERIZED PPST WRITING	5720	12	12	100%	1011	1011	100%
COMPUTERIZED PPST MATHEMATICS	5730	12	12	100%	1020	1020	100%
<b>Professional Knowledge</b>							
EARLY CHILDHOOD EDUCATION	020	1			184	184	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	2			51	51	100%
PRINCIPLES LEARNING & TEACHING K-6	522	11	11	100%	699	699	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	3			53	53	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	8			488	484	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	2			37	37	100%
<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	12	12	100%	845	841	99%
BIOLOGY AND GENERAL SCIENCE	030				2		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	2			92	91	99%
ENG LANG LIT COMP PEDAGOGY	043	2			92	92	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				10	10	100%
MATHEMATICS	060				1		
MATHEMATICS: CONTENT KNOWLEDGE	061				55	55	100%
MIDDLE SCHOOL MATHEMATICS	069				13	13	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				2		



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<b>Academic Content Areas</b>							
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	5			119	119	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	5			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	2			81	80	99%
FAMILY AND CONSUMER SCIENCES	120				6		
ART CONTENT KNOWLEDGE	133	1			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		



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<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	21	21	100%	1361	1361	100%
Aggregate - Professional Knowledge	25	25	100%	1471	1467	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	25	25	100%	1454	1443	99%
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>	25	25	100%	1429	1416	99%

*Footnotes:*

<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 pass rate.