



# LOUISIANA BOARD OF REGENTS 2000-2001 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

## LOUISIANA TECH UNIVERSITY

### *Message from the Commissioner:*

*In compliance with the Higher Education Act of 1998, baseline data are being released on each university in Louisiana with a teacher preparation program as part of a nationwide public accountability effort that began this year. This evaluation of teacher preparation follows earlier and on-going efforts begun in 1999 by Louisiana's Blue Ribbon Commission on Teacher Quality, a systemic reform initiative coordinated by Governor Foster, Board of Regents, and the Board of Elementary and Secondary Education. The information in this report will be used by Regents and BESE as part of a statewide effort to recruit, prepare, and retain more effective teachers throughout the state. To that end, these institutional reports will help colleges and universities, PK-16+ Councils, and PK-16+ Redesign Teams to further improve their programs. Building on this year's data, report cards will be issued on each university annually, beginning next year, to disclose institutional efforts in preparing new teachers.*

*E. Joseph Savoie  
Commissioner of Higher Education*

### **Mission of University**

The mission of Louisiana Tech University is a comprehensive public university committed to quality in teaching, in research and creative activity, and in public service. A selective admissions university, it offers a broad range of fully accredited undergraduate degrees to qualified students in Louisiana, as well as from the region, the nation, and foreign countries. Integral to the purpose of the University is its expanding commitment to graduate-level education in its areas of strength; it offers master's degrees in a variety of areas and doctoral programs in areas of specified expertise. It maintains as its highest priority, the education of its students and encourages its students to regard learning as a lifelong process. At Tech, advanced technology supports quality teaching, research, administration, and service.

### **Accreditation and Approval of Teacher Preparation Program**

Louisiana Tech 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.

### **Student Characteristics of University**

During 1999-2000, Louisiana Tech University had a total enrollment of 8,721 undergraduate and 1,293 graduate students. A total of 4,902 students were males and 5,112 were females. The majority of the students were from Louisiana with a total of 8,573 in-state students, 1,143 out-of-state students, and 298 foreign students. Among students enrolled in the undergraduate program, 1,294 were black, 6,641 were white, and 786 were other races. Among students enrolled in the graduate program, 175 were black, 839 were white, and 279 were other races.

### **Accreditation and Approval of Teacher Preparation Program**

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

- Of the 8 program completers in the 1999-2000 cohort who had not passed ALL required PRAXIS examinations by the reporting deadline, 4 have now passed all parts, yielding a 94.4% pass rate.
- Louisiana Tech University provides to partner school systems a quality assurance of candidates completing its teacher education degree programs. The program offers workshops additional site-based mentoring, or courses to any teachers with indicated need for improvement at no cost to the district or the teacher.
- Teacher candidates have multiple experiences with diverse learners in schools with high poverty indices.
- SciTEC, a Science and Technology Education Center in the College of Education provides a variety of services and outreach programs.

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

- T.H.E. QUEST, a grant-driven program, provides extensive technology application training for faculty from all discipline areas who participate in teacher preparation.
- An extensive partnership has developed between Louisiana Tech University and the Claiborne Parish School System, which serves approximately 650 students in PK-12 schools whose economic and educational backgrounds place them highly at risk of school failure. University faculty from the College of Engineering and Science and the College of Education contribute up to 3 days each week at the school site, providing demonstration teaching and professional development activities for the faculty and staff, while teacher candidates conduct site-based tutoring in reading.
- A generous private donation supports tuition scholarships for cohort school faculty pursuing masters degrees in teaching programs (Tech-Professional Outreach Program) or professional development and serves about 30 teachers per year.
- The Annual Louisiana Tech University School Law Institute provides current information on federal and state policy and laws affecting the management and operation of school in state. Approximately 175 school board members, superintendents, supervisors, and school attorneys attend each year.

**Teacher Preparation Program Label**

The following labels will be assigned to all teacher preparation programs in Louisiana during April 2002 in conjunction with Louisiana’s new Teacher Preparation Accountability System: Exemplary, Quality, Satisfactory, At-Risk, and Low-Performing. Labels have not been assigned to universities in this institutional report.

**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 1999-2000 including all areas of teaching specialization.	164
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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 1999, Fall 1999 and/or Spring 2000.	128
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 1999, Fall 1999, and Spring 2000.	26
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 1999, Fall 1999, and Spring 2000.	4
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 1999, Fall 1999, and Spring 2000.	8
d. Total number of supervising faculty for the teacher preparation program during 1999-2000.	38
4. Student/faculty ratio for student teaching and internship experiences.	3:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 1999-2000.	40
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 1999-2000.*	12
c. Total number of hours required during academic year 1999-2000 for student teaching.	400
* Quarter System	



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**2000-2001 INSTITUTIONAL  
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**Single-Assessment Institution Level  
Pass-Rate Data: Regular Teacher  
Preparation Program**

April 9, 2001

<b>Institution Name</b>	Louisiana Tech University
<b>Institution Code</b>	6372
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	72
<b>Number of program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	72

<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>							
COMMUNICATION SKILLS	500	71	71	100%	1928	1918	99%
GENERAL KNOWLEDGE	510	71	71	100%	1916	1899	99%
PPST READING	710	1			18	15	83%
CBT READING	711				32	29	91%
PPST WRITING	720	1			20	16	80%
CBT WRITING	721				30	26	87%
PPST MATHEMATICS	730				22	16	73%
CBT MATHEMATICS	731	1			48	43	90%
<b>Professional Knowledge</b>							
PROFESSIONAL KNOWLEDGE	520	27	27	100%	1415	1386	98%
PRINCIPLES LEARNING & TEACHING K-6	522	20	17	85%	330	281	85%
PRINCIPLES LEARNING & TEACHING 7-12	524	21	19	90%	216	183	85%
<b>Academic Content Areas</b>							
EDUCATION IN THE ELEMENTARY SCHOOL	010	8			694	667	96%
ELEM ED CURR INSTRUC ASSESSMENT	011	20	20	100%	450	373	83%
ELEM ED CONTENT AREA EXERCISES	012	20	20	100%	445	421	95%
EARLY CHILDHOOD EDUCATION	020	7			77	76	99%
BIOLOGY AND GENERAL SCIENCE	030	1			52	47	90%
ENGLISH LANGUAGE AND LITERATURE	040	3			65	56	86%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	3			66	48	73%

<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.



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*April 9, 2001*

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					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Academic Content Areas</b>							
ENG LANG LIT COMP PEDAGOGY	043	3			54	50	93%
MATHEMATICS	060	1			60	49	82%
CHEM PHYSICS AND GENERAL SCIENCE	070	1			10	6	60%
SOCIAL STUDIES	080	1			58	51	88%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	4			68	53	78%
SOCIAL STUDIES: INTERPRET MATERIALS	083	3			63	51	81%
PHYSICAL EDUCATION	090	11	9	82%	132	121	92%
BUSINESS EDUCATION	100	3			32	27	84%
MUSIC EDUCATION	110	5			62	55	89%
FRENCH	170				6		
GERMAN	180				1		
SPANISH	190				3		
<b>Other Content Areas</b>							
HOME ECONOMICS EDUCATION	120	1			14	14	100%



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**Aggregate and Summary Institution-Level  
Pass-Rate Data:  
Regular Teacher Preparation Program**

April 9, 2001

<i>Type of Assessment<sup>2</sup></i>	Statewide					
	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	72	72	100%	1992	1957	98%
Aggregate - Professional Knowledge	68	63	93%	1961	1850	94%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	68	64	94%	1832	1627	89%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	1			14	14	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	72	64	89%	2057	1795	87%

<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.