

LOUISIANA BOARD OF REGENTS 2008-2009 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS UNIVERSITY OF LOUISIANA AT MONROE

Message from the Commissioner:

Mission of University (Cont'd.)

healthcare resources. Through its physical and academic resources, ULM serves as a cultural center to promote the area's unique arts, archaeology, history, folk life, and natural sciences.

Student Characteristics of University

During Fall 2007, the university had a total enrollment of 7,297 undergraduate, 396 professional, and 848 graduate students. A total of 3,066 students were males and 5,475 were females. The majority of the students were from Louisiana with a total of 7,763 in-state students, 613 out-of-state students, and 165 foreign students. Among students enrolled in the undergraduate program, 1,924 were black, 4,896 were white, and 504 were other races. Among students enrolled in the professional program, 19 were black, 301 were white, and 76 were other races. Among students enrolled in the graduate program, 216 were black, 522 were white, and 110 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 Board of Regents and the Louisiana Department of Education.

Dr. Sally Clausen
Commissioner of Higher Education

Mission of University

The University of Louisiana at Monroe (ULM) serves its students and community through a dynamic and diverse campus that is technologically modern and conducive to learning. Faculty and staff are committed to a complete educational experience that nurtures students and encourages them to broaden their values, intellect, interests, talents, and abilities to become thoughtful and productive citizens. As a community leader, ULM improves the quality of life through pure and applied research, clinics, teacher education, and partnerships with both public and private entities. A major center for the health sciences, the University provides valuable

Notable Features and Accomplishments of Teacher Preparation Program

- Results of research conducted by the National Council on Teacher Quality recognized the ULM Elementary Education Program as one of only 10 teacher education programs in the nation that fully prepares math teachers of the future.
- The success of ULM alternate certification graduates was cited in a New York Times article written on the results of the Value Added Research conducted by George Noelle.
- ULM was named Louisiana's premier provider for Louisiana Leader Fellows Program that provides stipends for selected candidates to participate in exceptional training experiences and coursework while they pursue degrees in Educational Leadership.
- ULM is a partner in a Teach Delta Region grant that brings \$5.3 million to the delta region to alternatively prepare mid career professionals and recent college graduates to be teachers in high need areas.
- Kinesiology department secured \$925,000 to redesign the K-12 physical education program in Morehouse Parish Schools District to address obesity epidemic.
- Faculty in the Kinesiology Department at the University of Louisiana at Monroe secured \$15,000 to fund free CPR training in area Jr. high and high schools.
- Education faculty have been awarded four 2008-09 UL Service Learning grants, "Environmental Podcasting", "Warhawks Prepared", "Project Soar", and "Food for Thought."
- The College of Education and Human Development created the "Educational Tools for Success Conference" to provide educators and administrators from all over the world a venue for exchanging ideas and learning from each other.
- The National Council for the Accreditation of Teacher Education touted the program report for meeting the ten required teacher education standards on first submission, as well as "demonstrating an effect on P-12 student learning by Kinesiology teacher candidates."
- ULM education students have formed a partnership with Big Brothers Big Sisters of Northeast Louisiana to launch a mentoring program.

Teacher Preparation Program Data (data for 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 2007-2008 including all areas of teaching specialization.	76
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 2007, Fall 2007, and/or Spring 2008.	156
3. Supervising faculty for supervised student teaching and internship experiences.	57
a. Number of appointed full time faculty in professional education	11
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2007, Fall 2007, and Spring 2008.	13
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2007, Fall 2007, and Spring 2008.	24
4. Supervising faculty for supervised student teaching and internship experiences.	4.63:1
d. Total number of supervising faculty for the teacher preparation program during 2007-2008.	37.55
5. Student/faculty ratio for student teaching and internship experiences.	15
6. Student participation in student teaching.	562.5
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2007-2008.	
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2007-2008.	
c. Total number of hours required during academic year 2007-2008 for student teaching.	



LOUISIANA BOARD OF REGENTS 2008-2009 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

OVERVIEW

In compliance with the Higher Education Opportunity 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 was assessed and the *institutional performance* of each university was examined based upon passage rates on the *Praxis* and survey data from new teachers (who rated their teacher preparation programs on the extent to which the programs prepared the new teachers to address the state standards for teachers). The accountability system was created to include additional factors in the future that would examine growth of achievement of students taught by new teachers and perceptions of mentors of new teachers about the programs that prepared the new teachers. The purpose of the accountability system was to clearly demonstrate to the public that all universities and colleges in Louisiana were working diligently to produce quality teachers who worked 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. Institutional data, quantity data, and PRAXIS examination passage rate data have been collected and disseminated to the public in the 2005-06, 2006-07, 2007-08, and 2008-09 *Institutional Reports for the Preparation of Teachers*. These reports can be found on the Board of Regents web site at: <http://www.regents.state.la.us/Academic/TE/instreports.htm>.

During 2003-2009, a Value-Added Teacher Preparation Assessment Model has been piloted that links growth of achievement of children taught by new teachers to the universities that prepared the new teachers. Initial results were released to the public during October 2007 and December 2008. During 2008-09, the value-added model will be integrated into the Teacher Preparation Accountability System, and the revised Teacher Preparation Accountability System will be piloted during 2009-2010.

**QUANTITY OF PROGRAM COMPLETERS AND
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES
2007-2008 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
UNIVERSITY OF LOUISIANA AT MONROE	HEA Title II 2007-2008 Regular Program Completers	66	66	100%
	HEA Title II 2007-2008 Alternate Program Completers	20	20	100%
	Total Number of 2007-2008 Program Completers	86	86	100%

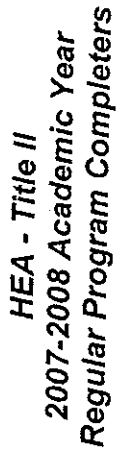


**HEA - Title II
2007-2008 Academic Year
Regular Program Completers**

Institution Name	UNIVERSITY OF LA AT MONROE
Institution Code	6482
State	Louisiana
Number of Program Completers Submitted	66
Number of Program Completers Found, Matched, and Used in Passing Rate Calculations	66

March 30, 2009

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	1			273	273	100%
PPST WRITING	720	1			290	290	100%
PPST MATHEMATICS	730	1			274	274	100%
COMPUTERIZED PPST READING	5710	59	59	100%	919	919	100%
COMPUTERIZED PPST WRITING	5720	60	60	100%	900	900	100%
COMPUTERIZED PPST MATHEMATICS	5730	61	61	100%	919	919	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020						
EDUC. EXCEPTIONAL STUDENTS: CK	353				208	208	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521				62	62	100%
PRINCIPLES LEARNING & TEACHING K-6	522	38	38	100%	14	14	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				593	592	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	28	28	100%	56	56	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				439	437	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	38	38	100%	34	34	100%
BIOLOGY AND GENERAL SCIENCE	030						
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	9			795	795	100%
ENG LANG LIT COMP PEDAGOGY	043	9			1		
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				86	86	100%
					86	86	100%
					17	17	100%



March 30, 2009

**HEA - Title II
2007-2008 Academic Year
Regular Program Completers**

Institution Name	UNIVERSITY OF LA AT MONROE
Institution Code	6482
State	Louisiana
Number of Program Completers Submitted	66
Number of Program Completers Found, Matched, and used in Pass Rate Calculations	66

March 30, 2009

Type of Assessment ²	Statewide			
	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Statewide Pass Rate
Aggregate - Basic Skills	62	62	100%	100%
Aggregate - Professional Knowledge	66	66	100%	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	65	65	100%	100%
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	66	66	100%	100%

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.