Council on Postsecondary Education
Committee on Equal Opportunities
February 17, 2003

# Status Report: Teacher Education Programs

Kentucky State University and the University of Louisville presented information to the CEO regarding their education programs for preparation of teachers. Following those presentations, the committee asked that updated information be included in the agenda for its next meeting.

**KSU: Teacher Education Program**

Kentucky State University officials presented information that showed improvement in the student pass rates on the PRAXIS as reported in April 2002 by the Education Professional Standards Board. Several CEO members questioned the pass-rate increase and requested more information.

In June 2002, two teacher education programs - elementary education and physical education - received emergency review status by the EPSB due to poor performance on the PRAXIS by their graduates. The EPSB required KSU to develop plans to improve the performance of students and the EPSB established a timetable to achieve the improved performance or the programs' accreditation could be withdrawn (KRS 161.028(1)(e) and 16 KAR 5:010, Section 19). The results of the 2002 PRAXIS test are to be released in March or April 2003.

KSU indicated that test scores of students should increase because of the following improvements to the teacher education program:

- A major overhaul of the teacher education program.
- Changes in administration.
- Additional resources including a computer lab designed with PRAXIS tutorials.
- Realignment of Kentucky New Teachers Standards.
- Annual student and faculty workshops.
- A faculty training center that trains faculty to modify assessment/testing procedures.
- A new curriculum collaboratively designed by KSU and the EPSB staff.

KSU has been asked to have a representative at the February meeting to respond to questions about the teacher education program.

**University of Louisville: Teacher Education Program**

Following a presentation at the October meeting, the CEO asked UofL officials to provide clarifying information about the level of participation of African American students in the Teacher Education program. The original discussion with UofL developed from an article published in the *Louisville Courier Journal* raising questions about the program and its production of African American graduates to help meet the teacher shortage.

The committee asked university officials to provide additional clarification of some data at the next CEO meeting. The clarifications requested included the items listed below. (Additional information provided by UofL is attached.)

- The number of African Americans enrolled spring and fall 2002 in the teacher education program as compared to other student groups.
- The number of African Americans that applied and have been admitted into the teacher education program, versus other student groups, for spring and fall 2002.
- The number and percentage of African Americans that graduated from the teacher education program in FY 01 and FY 02.
- The number of African Americans that passed the 2001 PRAXIS exam and are certified to teach as compared to other student groups.
- The total number of African Americans that have been admitted to the teacher education program as of spring and fall 2002.

The university presented information about the teacher education program at previous CEO meetings. The information includes teacher education certification concentration and non-certification concentration tracks. Based on the data reported, approximately 90 percent of all Master of Education Degree (ECE and SPE) candidates are in the certification program with 10 percent in the non-certification track. A summary of the university's response follows.

- A total of 27 (or 6.5 percent) African Americans were enrolled in the MAT and MED programs in fall 2002 compared to 369 (or 88.9 percent) whites.
- A total of 13 (or 3.3 percent) African Americans were enrolled in the MAT and MED programs in spring 2002 compared to 370 (or 93.2 percent) whites.
- In its June presentation, UofL reported that 11 African Americans applied to the teacher education program and 6 (or 54.5 percent) were admitted. Of the 118 whites that applied, 91 (or 77.1 percent) were admitted.

- In the most recent information (fall 2002), the university indicates that 14 African Americans applied and 9 (or 64.3 percent) were admitted. Of the 79 whites that applied, 69 (or 87.3 percent) were admitted.

Overall, a total of 25 African Americans applied to the program in 2002, and 15 (or 60.0 percent) were admitted, compared to a total of 197 whites that applied, and 160 (or 81.2 percent) that were admitted. (The numbers above reflect the percentage of students that applied and were admitted within each racial group, and not as a percentage of the total number of all students that applied and were admitted.)

- UofL reported that in FY 01 a total of 24 (or 10.9 percent) African American students graduated and earned MAT and MED degrees compared to a total of 188 (or 85.5 percent) whites.
- UofL reported that in FY 02 a total of 7 (or 4.1 percent) African Americans graduated and earned MAT and MED degrees compared to a total of 159 (or 94.1 percent) whites.
- Of the 24 African Americans that sat for the PRAXIS exam in 2001, 14 (or 58.3 percent) passed and received certification to teach and 10 (or 41.7 percent) failed the exam. Of the total 258 white students that sat for the exam, 217 (or 84.1 percent) passed and are certified to teach and 41 (or 15.9 percent) failed.
- For candidate certification for spring 2001, 9 African Americans expected to complete the teacher education program. Eight passed the PRAXIS exam and 7 applied for certification. In comparison, a total of 117 whites expected to complete the program, 96 passed the exam and 95 applied for certification.
- Candidate Certification for all of 2001-02 included summer 01, fall 01, and spring 02. In summer 2001, only 2 African Americans expected to complete the program - 1 passed the exam and 1 applied for certification. Of the 29 whites that expected to complete the program, 15 passed the exam and 15 applied for certification.
- In spring 2002, 3 African Americans expected to complete the program, two passed the exam, and both applied for certification compared to the 126 white students that expected to complete the program, 123 that passed the exam, and 110 that applied for certification.
- UofL reported that only 1 African American expected to complete the teacher education program in summer 2002. That African American passed the PRAXIS exam and applied for certification. In comparison, 17 whites expected to complete the program. Fifteen passed the exam and 13 applied for certification.
- African Americans were not represented among those students expecting to complete the teacher education program in fall 2002. There were 7 white

students who expected to complete the program, 7 who passed the PRAXIS, and 7 who applied for certification.

A total of 6 African Americans were admitted to UofL's teacher education program in spring 2002 and 9 were admitted in fall 2002. UofL has been asked to have a representative at the February meeting to respond to questions about the teacher education program.

Staff preparation by Rana Johnson

1/28/03

Dr. Rana Johnson:

Please find enclosed a hard copy of the information provided by the College of Education and Human Development. per your request.

Let me know if you have questions.

Mardean

## CPE Request for African American Teacher Education Data

1. **The number of African Americans enrolled spring 2002 and fall 2002 in the teacher education program as compared to other student groups.**

| Teacher Education Enrollment - Fall 2002 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Degree | Major | African American | | Other Minorities | | White | | Total | |
| | | # | % | # | % | # | % | # | % |
| MAT | EDAR | | | 1 | 9.1% | 10 | 90.9% | 11 | 100% |
| | EDMU | | | | | 2 | 100% | 2 | 100% |
| | ERED | 6 | 6.6% | 4 | 4.4% | 81 | 89.0% | 91 | 100% |
| | MSED | 1 | 4.5% | 3 | 13.6% | 18 | 81.8% | 22 | 100% |
| | P ED | 2 | 15.4% | | | 11 | 84.6% | 13 | 100% |
| | SE | 7 | 8.0% | 5 | 5.7% | 76 | 86.4% | 88 | 100% |
| MED | ECE * | 3 | 18.8% | | | 13 | 81.3% | 16 | 100% |
| | SPE * | 8 | 4.7% | 6 | 3.5% | 158 | 91.9% | 172 | 100% |
| TOTAL | | 27 | 6.5% | 19 | 4.6% | 369 | 88.9% | 415 | 100% |

| Teacher Education Enrollment - Spring 2002 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Degree | Major | African American | | Other Minorities | | White | | Total | |
| | | # | % | # | % | # | % | # | % |
| MAT | EDAR | | | | | 12 | 100% | 12 | 100% |
| | EDMU | | | | | 3 | 100% | 3 | 100% |
| | ERED | 3 | 2.9% | 2 | | 97 | 95.1% | 102 | 98% |
| | MSED | 1 | | | | 16 | 94.1% | 17 | 94% |
| | P ED | 1 | | 1 | | 8 | 80.0% | 10 | 80% |
| | SE | 5 | 5.2% | 4 | 4.2% | 87 | 90.6% | 96 | 100% |
| MED | ECE * | | | | 0.0% | 16 | 100% | 16 | 100% |
| | SPE * | 3 | 2.1% | 7 | 5.0% | 131 | 92.9% | 141 | 100% |
| TOTAL | | 13 | 3.3% | 14 | 3.5% | 370 | 93.2% | 397 | 100% |

* Includes teacher education certification concentration and non-certification concentration tracks. Of the data reported, approximately 90% of all candidates undertake the certification program, with 10% in the non-certification track.

*(Source: Robyn Dorsey, Senior Academic Counselor, EAC, College of Education and Human Development, UofL.)*

*Source: UofL Office of Planning and Budget (provided by Bill Nunez, 1/15/03 and 1/21/03)*

2. **The number of African Americans that applied and have been admitted into the teacher education program versus other student groups for spring 2002 and fall 2002.**

| Semester | African-Americans | | | Other Minorities | | | White | | | Totals | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Appl. | Admt. | % Admt. | Appl. | Admt. | % Admt. | Appl. | Admt. | % Admt. | Appl. | Admt. | % Admt. |
| Spring '02 | 11 | 6 | 54.5% | 4 | 3 | 75.0% | 118 | 91 | 77.1% | 133 | 100 | 75.2% |
| Fall '02 | 14 | 9 | 64.3% | 6 | 2 | 33.3% | 79 | 69 | 87.3% | 99 | 80 | 80.8% |
| Total | 25 | 15 | 60.0% | 10 | 5 | 50.0% | 197 | 160 | 81.2% | 232 | 180 | 77.6% |

*Source: UofL College of Education and Human Development - Teacher Education Admissions Database (provided by Linda Moore, 1/10/03)*

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3. **The number and percentage of African Americans that graduated from the teacher education program in FY01 and FY02.**

| Degrees Awarded FY01 (Summer 2000 through Spring 2001) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Degree | Major | African American | | Other Minorities | | White | | Total | |
| | | # | % | # | % | # | % | # | % |
| MAT | EDAR | | | | | 6 | 100% | 6 | 100% |
| | EDMU | | | | | 4 | 100% | 4 | 100% |
| | ERED | 10 | 10.9% | 2 | 2.2% | 80 | 87.0% | 92 | 100% |
| | MSED | | | 1 | 7.1% | 13 | 92.9% | 14 | 100% |
| | P ED | 1 | 12.5% | | | 7 | 87.5% | 8 | 100% |
| | SE | 5 | 8.3% | 4 | 6.7% | 51 | 85.0% | 60 | 100% |
| MED | ECE * | | | | | 3 | 100% | 3 | 100% |
| | SPE * | 8 | 24.2% | 1 | 3.0% | 24 | 72.7% | 33 | 100% |
| TOTAL | | 24 | 10.9% | 8 | 3.6% | 188 | 85.5% | 220 | 100% |

| Degrees Awarded FY02 (Summer 2001 through Spring 2002) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Degree | Major | African American | | Other Minorities | | White | | Total | |
| | | # | % | # | % | # | % | # | % |
| MAT | EDAR | | | | | 2 | 100% | 2 | 100% |
| | EDMU | | | | | 4 | 100% | 4 | 100% |
| | ERED | 1 | 1.8% | | | 55 | 98.2% | 56 | 100% |
| | MSED | | | | | 7 | 100.0% | 7 | 100% |
| | P ED | | | | | 6 | 100.0% | 6 | 100% |
| | SE | 1 | 2.2% | 1 | 2.2% | 44 | 95.7% | 46 | 100% |
| MED | ECE * | | | 1 | 11.1% | 8 | 89% | 9 | 100% |
| | SPE * | 5 | 12.8% | 1 | 2.6% | 33 | 84.6% | 39 | 100% |
| TOTAL | | 7 | 4.1% | 3 | 1.8% | 159 | 94.1% | 169 | 100% |

* Includes teacher education certification concentration and non-certification concentration tracks. Of the data reported, approximately 90% of all candidates undertake the certification program, with 10% in the non-certification track.

*(Source: Robyn Dorsey, Senior Academic Counselor, EAC, College of Education and Human Development, UofL.)*

*Source: UofL Office of Planning and Budget, Institutional Research Website*
*www.louisville.edu/opb/ir/data/00-01_degrees.pdf*
*www.louisville.edu/opb/ir/data/01-02_degrees.pdf*



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**4. The number of African Americans that passed the 2001 PRAXIS exam and are certified to teach as compared to other groups.**

| 2001 PRAXIS Exams ** | Passed | | Failed | | Total | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| African American | 14 | 5.7% | 10 | 17.9% | 24 | 8.0% |
| Other Minority | 6 | 2.5% | 3 | 5.4% | 9 | 3.0% |
| White | 217 | 88.9% | 41 | 73.2% | 258 | 86.0% |
| Unknown | 7 | 2.9% | 2 | 3.6% | 9 | 3.0% |
| TOTAL | 244 | 100% | 56 | 100% | 300 | 100% |

** Data includes all candidates who sat a PRAXIS exam in 2001 and reported their scores to UofL.

*Source: UofL College of Education and Human Development - PRAXIS Database (provided by Takahara Shinichi, 1/13/03)*

Candidate Certification (Part of 2000-2001)

| Semester | Status of Candidate | African American | Other Minorities | White | Total |
|---|---|---|---|---|---|
| Spring 01 | Expected to Complete Program | 9 | 7 | 117 | 133 |
| | Passed PRAXIS exam(s) | 8 | 6 | 96 | 110 |
| | Applied for Certification | 7 | 6 | 95 | 108 |

| | African American | Other Minorities | White | Total |
|---|---|---|---|---|
| Spring 01 | 9 | 7 | 117 | 133 |
| | 8 | 6 | 96 | 110 |
| | 7 | 6 | 95 | 108 |

Candidate Certification (All of 2001-2002)

| Semester | Status of Candidate | African American | Other Minorities | White | Total |
|---|---|---|---|---|---|
| Summer 01 | Expected to Complete Program | 2 | 1 | 29 | 32 |
| | Passed PRAXIS exam(s) | 1 | 0 | 15 | 16 |
| | Applied for Certification | 1 | 0 | 15 | 16 |
| Fall 01 | Expected to Complete Program | 0 | 0 | 8 | 8 |
| | Passed PRAXIS exam(s) | 0 | 0 | 8 | 8 |
| | Applied for Certification | 0 | 0 | 8 | 8 |
| Spring 02 | Expected to Complete Program | 3 | 0 | 126 | 129 |
| | Passed PRAXIS exam(s) | 2 | 0 | 123 | 125 |
| | Applied for Certification | 2 | 0 | 110 | 112 |
| Total 01-02 | Expected to Complete Program | 5 | 1 | 163 | 169 |
| | Passed PRAXIS exam(s) | 3 | 0 | 146 | 149 |
| | Applied for Certification | 3 | 0 | 133 | 136 |

| | African American | Other Minorities | White | Total |
|---|---|---|---|---|
| Summer 01 | 2 | 1 | 29 | 32 |
| | 1 | 0 | 15 | 16 |
| | 1 | 0 | 15 | 16 |
| Fall 01 | 0 | 0 | 8 | 8 |
| | 0 | 0 | 8 | 8 |
| | 0 | 0 | 8 | 8 |
| Total 2001 | 11 | 8 | 154 | 173 |
| | 9 | 6 | 119 | 134 |
| | 8 | 6 | 118 | 132 |

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**4. (Continued)**

| Candidate Certification (Part of 2002-2003) | | | | | |
|---|---|---|---|---|---|
| Semester | Status of Candidate | African American | Other Minorities | White | Total |
| Summer 02 | Expected to Complete Program | 1 | 1 | 17 | 19 |
| | Passed PRAXIS exam(s) | 1 | 1 | 15 | 17 |
| | Applied for Certification | 1 | 1 | 13 | 15 |
| Fall 02 | Expected to Complete Program | 0 | 0 | 7 | 7 |
| | Passed PRAXIS exam(s) | 0 | 0 | 7 | 7 |
| | Applied for Certification | 0 | 0 | 7 | 7 |
| Spring 03 | Expected to Complete Program | Data not yet available | | | |
| | Passed PRAXIS exam(s) | | | | |
| | Applied for Certification | | | | |
| Total 02- 03 | Expected to Complete Program | Data not yet available | | | |
| | Passed PRAXIS exam(s) | | | | |
| | Applied for Certification | | | | |

*Source: UofL College of Education and Human Development - Teacher Education Exit Database (provided by Jody Morkin, 1/10/03)*

**5. The total number of African Americans that have been admitted to the teacher education program as of spring 2002 and fall 2002.**

| # of African Americans admitted to the teacher education program(s) | |
|---|---|
| Spring 2002 | 6 |
| Fall 2002 | 9 |

*Source: UofL College of Education and Human Development - Teacher Education Admissions Database (provided by Linda Moore, 1/10/03) - as per Section 2. of this report.*

KENTUCKY Council on postsecondary education

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January 6, 2003

Dr. Mordean Taylor-Archer
VP Diversity & Equal Opportunity
University of Louisville
Belknap Campus
220 Grawmeyer Hall
Louisville, Kentucky 40292

Dear Dr. Taylor-Archer:

At the October 21, 2002, meeting, you agreed on behalf of UofL to provide clarifying information regarding the alignment of the UofL teacher education program. The education dean made a presentation in early spring, and the committee asked for clarification of the following information:

- The number of African Americans enrolled spring 2002 and fall 2002 in the teacher education program as compared to other student groups.
- The number of African Americans that applied and have been admitted into the teacher education program versus other student groups for spring 2002 and fall 2002.
- The number and percentage of African Americans that graduated from the teacher education program in FY 01 and FY 02.
- The number of African Americans that passed the 2001 PRAXIS exam and are certified to teach as compared to other groups.
- The total number of African Americans that have been admitted to the teacher education program as of spring 2002 and fall 2002.

We will present the clarifying information to the CEO at its February 11, 2003, meeting. To facilitate the process for developing and mailing the meeting agenda, the above information is needed by the close of business Friday, January 24, 2003. If you have any questions or need additional information, please call me at (502) 573-1555 or e-mail me at sherron.jackson@mail.state.ky.us

Sincerely,

Sherron Jackson

Sherron Jackson
Senior Associate for Equal Educational Opportunities