

## COLLEGE OF EDUCATION STUDENT SUCCESS

A freshman orientation course for education majors was implemented in 2008-09 and became the first step in using a cohort model to facilitate students' (candidates') academic success. The purpose of this course is to support candidates in the development of skills and dispositions that enhances their ability to successfully attain the goal of becoming a teacher. The course not only strengthens skills for success (such as study skills, time management, test-taking, etc.) but also provides opportunities for them to bond with candidates who are facing similar challenges. The Curriculum and Instruction faculty are able to support candidates earlier in the education process by structuring a way for them to meet testing challenges and to monitor their progression through the curriculum in a timely manner. More candidates are meeting adequate yearly progress expectations.

Major indicators of students' success are the first-year retention rate and meeting requirements for admission to the College of Education. Baseline data for measuring adequate yearly progress was established with the 2007-08 freshmen cohort (the year prior to implementing the new orientation course). Ninety-nine freshmen declared education as a major and fifty-seven of them returned fall 2008. Of the fifty-seven continuing education majors, 25% met requirements for admission to the College of Education. One hundred twenty-two freshmen declared education as a major in 2008-09 (the year of implementation). Eighty candidates (66%) in the cohort returned fall 2009 and 28% of the returning candidates met requirements for admission to the College of Education. Sixty-four freshmen declared education as a major in the 2009-10 freshmen cohort and forty-nine (77%) in this cohort returned fall 2010. Of the sixty-four returning candidates, one student meets the requirements for admission to the College of Education. The 2010-11 cohort consists of fifty-three students who declared education as a major and 100% of the cohort returned for the *spring* 2011 semester.

Retention of education majors is impacted by success on PRAXIS examinations and the college of Education provides support for preparation for these examinations through the orientation course, individual tutorials and the PRAXIS laboratory. Selected education majors have received financial support to take the PRAXIS I examinations through scholarships provided by Grambling University National Alumni Association (GUNAA). These activities (test preparation and financial scholarships) have significantly increased the number of majors being admitted to degree programs by the beginning of their fifth semester (junior year). Activities supported by this activity have reversed the downward trend in enrollment and increased retention of teacher candidates. We anticipate significant increases in the completion rate.

The following table summarizes changes in Simulated PRAXIS I scores. The teacher candidates took the Simulated Pre-PRAXIS I examinations in August 2010 and the Simulated Post-PRAXIS I examinations in December 2010. The teacher candidates will take the Simulated Post PRAXIS I examinations again during the month of April 2011.

PRAXIS I Component	Fall 2010-2011	Fall 2010-2011
	Pre-Test Mean Score	Post-Test Mean Score
Reading	46%	49%
Writing	40%	42%
Mathematics	46%	53%

### COMPARISON OF 2009-2010 PRAXIS I PRE- & POST-TEST RESULTS

PRAXIS I Component	Fall Cohort 2010-2011	Fall Cohort 2010-2011	Percent (+/-)
	Pre-Test Mean Score	Post-Test Mean Score	
Reading	46%	49%	3%
Writing	40%	42%	2%
Mathematics	46%	53%	7%

PRAXIS I Component	Fall Cohort 2009-2010	Fall Cohort 2009-2010	Percent (+/-)
	Pre-Test Mean Score	Post-Test Mean Score	
Reading	38%	46%	8%
Writing	36%	42%	6%
Mathematics	32%	43%	11%

### PRAXIS I SCORE COMPARISONS OVER THREE YEARS

PRAXIS I Component	# Students Who Attempted PRAXIS I	Cohort	Cohort	Cohort
		2007-2008 Passage Rate Mean Score	2008-2009 Passage Rate Mean Score	2009-2010 Passage Rate Mean Score
Reading	28	<1%	21%	50%
Writing	28	<1%	29%	16%
Mathematics	28	<1%	86%	100%

