



# LOUISIANA BOARD OF REGENTS

## 2004-2005 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

### DILLARD UNIVERSITY

#### *Message from the Commissioner:*

*This annual institutional report is part of a comprehensive, cooperative effort by Louisiana's entire education community – postsecondary education and elementary and secondary stakeholders alike - to ensure that Louisiana's public and private teacher education programs are of the highest quality, and to keep Louisiana's citizens informed about this critically-important enterprise. In 2002, the first year of our accountability program, student passage rates on the teacher certification examination (PRAXIS) were the sole criteria. In 2003 the formula was expanded to make the scores even more indicative of program quality. Scores are calculated using a weighted formula that takes into account each institution's regular and alternate certification completer rate (with extra points for completers who meet definitions for identified shortage areas), the PRAXIS examination passage rate, and the score on a survey measuring completer satisfaction. Our goal with this reporting system is to help ensure that Louisiana's colleges and universities are producing qualified, effective, caring teachers for all of our students.*

***E. Joseph Savoie***  
***Commissioner of Higher Education***

#### **Mission of University**

Dillard University is a private, historically black, church-related liberal arts institution. Dillard has as its purpose the development of graduates who are broadly educated, culturally aware, concerned with improving the human condition, and able to meet the competitive demands of a global, technologically advanced society. To achieve this purpose, the university strives to create and maintain an academic climate that is conducive to the pursuit of scholarship through programs of excellence anchored in the liberal arts.

#### **Student Characteristics of University**

During Fall 2003, the university had a total enrollment of 2,312 undergraduate students. A total of 520 students were males and 1,792 were females. The majority of the students were from Louisiana with a total of 1,281 in-state students, 989 out-of-state students, and 42 foreign students. Among students enrolled in the undergraduate program, 2,295 were black, 7 were white, and 10 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 Board of Elementary and Secondary Education.

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

- Primarily focused on educating students who are critical thinkers and problem solvers, the Division of Educational and Psychological Studies at Dillard University seeks to prepare educators and psychology graduates who have a high level of social responsibility and cultural competence so that they can shape the character of individuals and learning of diverse learners. The Teacher Education Program offers majors in the following academic areas: early childhood education, elementary education, elementary and special education, special education, middle level education, and secondary education.
- Dillard University requires teacher education candidates to pass all parts of the Praxis before graduating.
- Education and psychology majors participate in study abroad opportunities through a number of organizations, including Crossing Borders through which candidates spend six weeks in the summer in Africa and one semester at a partner institution in the United States.
- Psychology and education majors receive over \$50,000 annually through UNCF and other private scholarships.
- Education and psychology majors participate in rigorous academic work through the Honors Program and the Melton Foundation. Honor students receive full-tuition scholarships plus housing, a computer, and summer internships. Students must commit to and show an interest in graduate school.

## Notable Features and Accomplishments of Teacher Preparation Program (Cont'd)

- Education and psychology students participate in all-expense paid trips to local, state, and national conferences. Their involvement and engagement in research has led to the NASA Pre-Service Teacher Conference in Washington, D.C. and the NASA Pre-Service Teacher Institute in several states.
- In partnership with the New Orleans Parish School System, Dillard University has instituted the William L. Gilbert Early College Academy to offer ninth and tenth grade students the opportunity to earn up to two years of college credit upon graduation. Students gain early exposure to university professors and enjoy access to university facilities including the computer laboratories and the Will W. Alexander Library.
- Through Textbooks for a Global Society (T.A.G.S.), a U.S. Presidential Initiative, the Division extends its work with teacher preparation to include teachers and students in Guinea, West Africa via textbook development and professional development seminars. As a result of this initiative, the ratio of language arts and reading textbooks for 1<sup>st</sup> and 2<sup>nd</sup> graders has evolved from 1:55 to 1:1 in only one year.
- Education and psychology candidates and professors are actively engaged in pre-professional and professional research. The Division hosts monthly Brown Bag Research Seminars at which they present the findings of their research before their peers and others.
- Dillard University supports the development of college students as future teachers in the field of early childhood education through their participation in Jumpstart, an early childhood education program that engages candidates in service with young children as they develop crucial early literacy, language, and social skills.
- Dillard University is the home of Project Summer Experiences for Exceptional Children (SEEC), a 6-week summer program that offers academic, social, and recreational services to students aged 6-12, who are in general and special education programs. Each year, the program continues to expand its service delivery portfolio to more adequately address the range of student needs in the local community.
- Dillard's Special Education program is nationally recognized by the Council for Exceptional Children (CEC).

## Teacher Preparation Program Data

- |   |     |
|---|-----|
| 1. Total number of students formally admitted to the regular teacher preparation program and enrolled in one or more courses during academic year 2003-2004 including all areas of teaching specialization.   | 28  |
| 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 2003, Fall 2003, and/or Spring 2004. | 9   |
| 3. Supervising faculty for supervised student teaching and internship experiences.  |     |
| a. Number of appointed full time faculty in professional education.   | 1   |
| b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2003, Fall 2003, and Spring 2004.   | 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 2003, Fall 2003, and Spring 2004.   | 0   |
| d. Total number of supervising faculty for the teacher preparation program during 2003-2004.  | 1   |
| 4. Student/faculty ratio for student teaching and internship experiences.   | 5:1 |
| 5. Student participation in student teaching.   |     |
| a. Average number of hours per week required of student participation in supervised student teaching during academic year 2003-2004.  | 35  |
| b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2003-2004.  | 15  |
| c. Total number of hours required during academic year 2003-2004 for student teaching.  | 525 |

**LOUISIANA BOARD OF REGENTS  
2004-2005 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

**Dillard University**

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 the second phase (2002-2004), 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' examination (PRAXIS) and ratings by teachers of their satisfaction with their teacher preparation programs) are being assessed. In the future, additional factors will be assessed to examine such areas as: ratings of programs by first year teachers' mentors; retention of teachers after three years of teaching; and university-district partnerships. The purpose of this accountability system is to clearly demonstrate to the public that all universities and colleges in the State are working diligently to produce quality teachers who work effectively with PK-12 students.

**I. INSTITUTIONAL PERFORMANCE INDEX**

**A. Grade Performance of 2003-2004 Regular and Alternate Certification Program Completers on Certification Index  
(Percentage of students who passed the PRAXIS examination)**

*Grade: A+*

*PRAXIS Passage Rate: 100%*

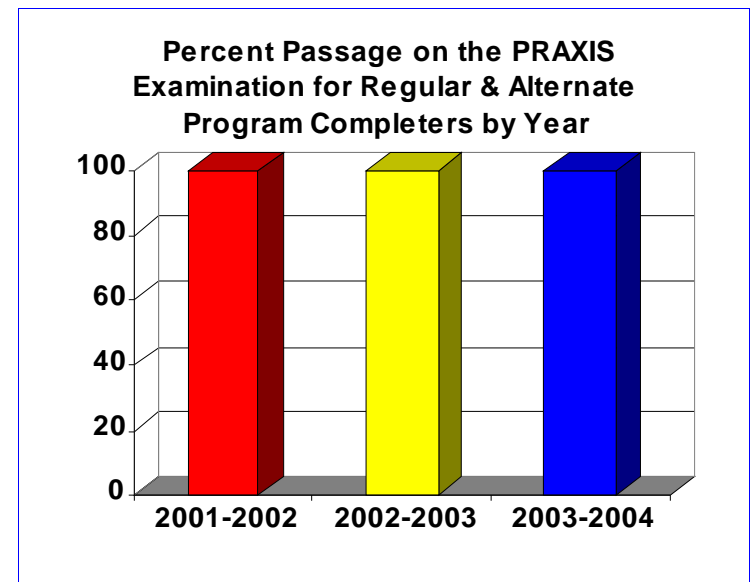
*Scaled Score: 136*

The 2003-2004 PRAXIS passage rate has changed by 0% from the 2001-2002 rate of 100% and 0% from the 2002-2003 rate of 100%.

The following scale was used to determine passage rate grades:

- A+ = 98%-100% Passage Rate
- A = 92%-97% Passage Rate
- B = 86%-91% Passage Rate
- C = 80%-85% Passage Rate
- Below C = below 80% Passage Rate

See Appendix A for a breakdown of scores.



**I. INSTITUTIONAL PERFORMANCE INDEX (continued)**

**B. Grade for Ratings of 2002-2003 Program Completers on Graduate Satisfaction Survey**

*Grade: B*

*Mean Score of Survey Respondents: 110.49 over 3 years*

*Total Number of Survey Respondents: 10*

*Respondents' Scaled Score: 87*

The following scale was used to determine grades for mean responses on surveys:

- A+ = 128 & above
- A = 117.0 – 127.9
- B = 107.0 – 116.9
- C = 93.0 – 106.9
- Below C = below 93.0

See Appendix B for a breakdown of scores.

**II. QUANTITY INDEX**

**Grade for Quantity Score**

*Grade: A+*

*Quantity Score: 15*

*Baseline Score: 8*

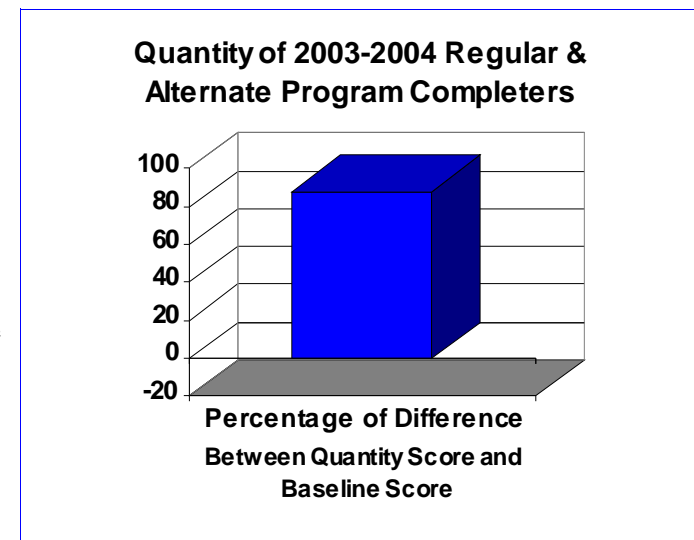
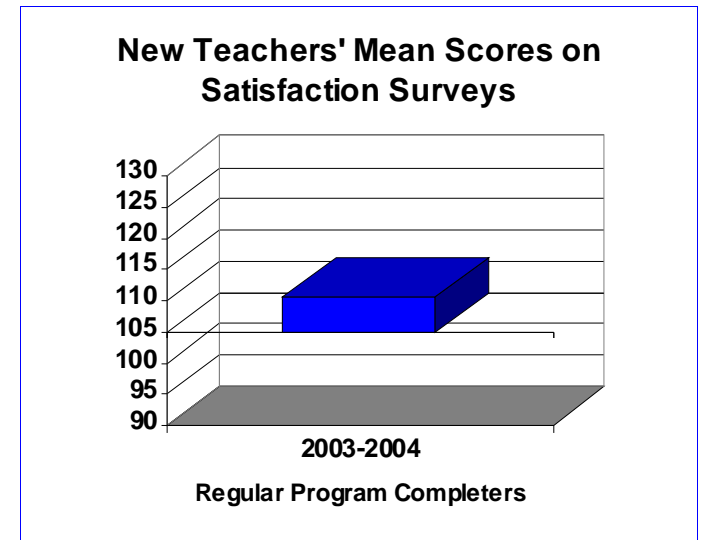
*Percent Difference from Baseline: 87.5%*

*Scaled Score: 140*

The following scale was used to determine quantity grades based upon percentage difference between the 2002-2003 Quantity Score and Baseline Score:

- A+ = +15% and above
- A = +5% to +14% difference
- B = -3% to +4% difference
- C = -4% to -15% difference
- Below C = -16% and greater difference

See Appendix C for a breakdown of scores.



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**III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL**

<b>A. Teacher Preparation Performance Score</b>	=	$(\text{Institutional Performance Index} + \text{Quantity Index}) \div 2$
	=	$\{([\text{Certification Scaled Score} \times .875] + [\text{Graduate Satisfaction Scaled Score} \times .125]) + \text{Quantity Scaled Score}\} \div 2$
	=	$\{([136 \times .875] + [87 \times .125]) + 140\} \div 2$
	=	$(129.88 + 140) \div 2$
	=	$269.88 \div 2$
	=	134.9

*Note: The Graduate Satisfaction Survey has been given a weight of .125 instead of .25 due to the fact that only the regular program completers' data were used. Future accountability cycles will use surveys administered to both regular and alternate program completers.*

<b>B. Teacher Preparation Performance Label</b>	=	<b>Exemplary</b>
The following scale was used to assign the label:		
Exemplary Teacher Preparation Program	=	Teacher Preparation Performance Score of 125.0 and above
High Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 100.0 – 124.9
Satisfactory Teacher Preparation Program	=	Teacher Preparation Performance Score of 80.0 – 99.9
At-Risk Teacher Preparation Program	=	Teacher Preparation Performance Score of 50.0 – 79.9
Low Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 0 – 49.9

## APPENDIX A

### DILLARD UNIVERSITY

#### PRAXIS EXAMINATION PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS 2003-2004 PROGRAM COMPLETERS

	<b>NUMBER PASSED</b>	<b>TOTAL NUMBER</b>	<b>PERCENTAGE PASSED</b>
2003-2004 Regular Program Completers	9	9	100%
2003-2004 Alternate Program Completers	0	0	---
<b>Total</b>	<b>9</b>	<b>9</b>	<b>100%</b>

Passage Rate Reports are not prepared for program completers from individual campuses who have completed all university course requirements for alternate certification, passed all PRAXIS examinations for certification, and completed three years of successful teaching in place of student teaching/internships. The numbers of alternate certification program completers who fit this category are listed in Appendix C. All have passed 100% of the PRAXIS examinations.



**HEA - Title II  
2003-2004 Academic Year  
Regular Program  
Completers  
Passage Rate Report**

<b>Institution Name</b>	DILLARD UNIVERSITY
<b>Institution Code</b>	6164
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	9

<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				4		
GENERAL KNOWLEDGE	510				5		
PPST READING	710				97	97	100%
CBT READING	711	5			605	605	100%
PPST WRITING	720	1			96	96	100%
CBT WRITING	721	4			601	601	100%
PPST MATHEMATICS	730				85	85	100%
CBT MATHEMATICS	731	3			585	585	100%
COMPUTERIZED PPST READING	5710	4			485	485	100%
COMPUTERIZED PPST WRITING	5720	4			490	490	100%
COMPUTERIZED PPST MATHEMATICS	5730	6			513	513	100%
<b>Professional Knowledge</b>							
PROFESSIONAL KNOWLEDGE	520				4		
PRINCIPLES LEARNING & TEACHING K-6	522	6			1070	1062	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				5		
PRINCIPLES LEARNING & TEACHING 7-12	524	2			453	449	99%
<b>Academic Content Areas</b>							
ELEMENTARY EDUCATION	010				1		
ELEM ED CURR INSTRUC ASSESSMENT	011				135	131	97%
ELEM ED CONTENT AREA EXERCISES	012				136	135	99%



**HEA - Title II  
2003-2004 Academic Year  
Regular Program  
Completers  
Passage Rate Report**

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<b>State</b>	Louisiana
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<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>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	6			780	773	99%
EARLY CHILDHOOD EDUCATION	020				86	86	100%
BIOLOGY AND GENERAL SCIENCE	030				29	29	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			87	87	100%
ENG LANG LIT COMP PEDAGOGY	043	1			87	87	100%
MATHEMATICS	060				21	21	100%
MATHEMATICS CONTENT KNOWLEDGE	061				2		
CHEM PHYSICS AND GENERAL SCIENCE	070				5		
SOCIAL STUDIES	080				1		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				96	94	98%
SOCIAL STUDIES: INTERPRET MATERIALS	083				96	96	100%
PHYSICAL EDUCATION	090				58	58	100%
PHY EDUCATION: CONTENT KNOWLEDGE	091				2		
BUSINESS EDUCATION	100				9		
MUSIC EDUCATION	110				28	28	100%
MUSIC CONTENT KNOWLEDGE	113				4		
FAMILY AND CONSUMER SCIENCES	120				7		
MIDDLE SCHOOL SUBJECTS: CK	146				1		
FRENCH	170				1		





**HEA - Title II  
2003-2004 Academic Year  
Regular Program  
Completers  
Passage Rate Report**

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<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	9

<i>Type of Assessment</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>
Aggregate - Basic Skills	9			1203	1203	100%
Aggregate - Professional Knowledge	8			1532	1520	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	7			1364	1350	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</b>	9			1542	1521	99%

**APPENDIX B**

**DILLARD UNIVERSITY**

***HEA - Title II  
2003-2004 Academic Year  
Alternate Certification Program Completers  
Passage Rate Reports have not yet  
been provided to states by  
the Educational Testing Service.***

Items	Mean by Item	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>Planning</b>					
1. Specify learning objectives in terms of clear, concise student outcomes.	3.4	0	0	6	4
2. Plan a series of activities that help my students achieve those objectives.	3.1	0	1	7	2
3. Successfully identify individual student differences in the context of a whole class.	3.1	0	1	7	2
4. Implement accommodations for individual student differences.	3.3	0	0	7	3

\* As written, the survey contains 35 items. Technical difficulties with administration caused items 14 and 35 not to be administered in 2002-2003, and item 35 not to be administered in 2003-2004. The final score represents an adjustment to the mean scores to represent their equivalent out of 35 items. This was necessary in order to convert the survey scores to scaled scores and to merge scores for the three years of data reported for the accountability system.

Instruction					
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.1	0	2	5	3
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.3	0	1	5	4
7. Integrate a variety of materials to achieve lesson objectives.	3.2	0	1	6	3
8. Change or adjust a lesson to respond to my students' outcomes.	3.4	0	0	6	4
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.2	0	1	6	3
10. Implement teacher-directed or student-centered activities that result in student learning.	3.2	0	1	6	3
11. Successfully plan for individual student differences in the context of a whole class.	3.3	0	0	7	3
12. Open, develop, and close a lesson effectively.	3.3	0	1	5	4
13. Integrate technology into my lessons.	2.7	1	3	4	2
14. Successfully present content at a developmentally appropriate level.	Technical Difficulties: This item not administered all years.				
15. Effectively use appropriate formal and informal assessment techniques.	3.1	0	1	7	2
16. Provide timely feedback to my students.	3.4	0	0	6	4
17. Produce evidence of student academic growth.	3.3	0	0	7	3
18. Employ effective teaching practices as modeled by faculty.	3.2	0	0	8	2

Instruction					
19. Relate examples, real-life situations, or current events to the content being taught.	3.5	0	0	5	5
20. Teach in one or more subject areas.	3.1	0	2	5	3
21. Communicate effectively with students.	3.2	0	1	6	3
22. Encourage participation from all students.	3.3	0	0	7	3
23. Monitor the ongoing performance of students.	3.4	0	0	6	4
Management					
24. Facilitate learning by organizing available space, materials, and equipment.	3.1	0	2	5	3
25. Maintain a positive learning environment.	3.2	0	1	6	3
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3	0	1	8	1
27. Manage and adjust my time to ensure that learning objectives are met.	3	0	1	8	1
28. Clearly communicate my expectations for appropriate behavior to my students.	3.1	0	2	5	3
29. Monitor and respond to appropriate student behavior in an effective way.	3.2	0	0	8	2
30. Monitor and respond to inappropriate student behavior in an effective way.	3.1	0	0	9	1

School Improvement

31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	3.1	0	2	5	3
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.1	0	2	5	3
33. Collaboratively and effectively work with colleagues.	3.1	0	1	7	2
34. Understand the importance of and plan for professional development.	3.2	0	1	6	3
<b>Overall</b>		<b>poor</b>			<b>excellent</b>
Overall, how would you rate the effectiveness of your teacher preparation program in preparing you to improve student learning?	Technical Difficulties: This item not administered all years.				

**APPENDIX C**

**DILLARD UNIVERSITY**

**2004-2005 POINTS FOR QUANTITY INDEX**

**BASELINE SCORE**

A Baseline Score has been established for each individual teacher preparation program in Louisiana. The Baseline Score is the total number of regular and alternate program completers that completed teacher preparation programs between the dates of July 1, 2000 – June 30, 2001.

**QUANTITY POINTS**

**A. 2003-2004 PROGRAM COMPLETERS**

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2003 – June 30, 2004.

<b>Program Completers Undergraduates</b>	<b>Program Completers Alternate Certification Courses with Internship/Student Teaching</b>	<b>Program Completers Alternate Certification Courses with 3 Years of Successful Teaching</b>	<b>Program Completers TOTAL</b>
9	0	0	9

**B. BONUS POINTS**

In addition, one-half a point is assigned to every 2003-2004 regular and alternate program completer that met the criteria for each of the following teacher shortage areas.

<b>Teacher Shortage Areas</b>	<b>Program Completers Undergraduates</b>	<b>Program Completers Alternate Certification Courses with Internship/ Student Teaching</b>	<b>Program Completers Alternate Certification Courses with 3 Years of Successful Teaching</b>
MINORITIES	9		
MATHEMATICS			

SCIENCE	General Science			
	Biology			
	Chemistry			
	Physics			
	Earth Science			
	Environmental Science			
<b>MIDDLE SCHOOL</b>				
<b>SPECIAL EDUCATION</b>		2		
MALE	Early Childhood			
	Elementary	1		
<b>HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, &amp; Red River)</b>				
<b>Subtotals for Bonus Points</b>		12	0	0
<b>TOTAL BONUS POINTS</b>		<b>12 / 2 = 6</b>		

**TOTAL POINTS: 9 + 6 = 15**