



BOARD OF REGENTS 2002-2003 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

SOUTHERN UNIVERSITY AT NEW ORLEANS

Message from the Commissioner:

We in the Louisiana education community are pleased to offer the following reports on Louisiana's public and private university teacher education programs. These reports are an integral component of our continuing efforts to inform Louisiana's citizens about the quality of our teacher preparation programs. Last year, the first factor used in our accountability program was released – student passage rates on the teacher certification examination (PRAXIS). This year, as promised, the formula has been expanded to make the scores an even more meaningful catalyst for continued reform. For 2002-2003, the scores have been 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. Teacher preparation accountability is just one of the many benefits Louisiana is reaping from partnerships that have been created between universities and school districts to recruit, prepare, and retain teachers. Our goal is to provide every child in Louisiana caring and qualified teachers in every class every year – to ensure that truly no child is left behind.

E. Joseph Savoie
Commissioner of Higher Education

Mission of University

The mission of Southern University at New Orleans is to create and maintain an environment conducive to learning and growth, to promote the upward mobility of all people by preparing them to enter into new as well as traditional careers, and to equip them to function optimally in the mainstream of the American society. The mission of the university was expanded in 1981 when it was authorized to award the Master of Social Work degree.

In support of its stated mission, the University embraces six basic objectives: (1) to afford to the citizenry of the Greater New Orleans Metropolitan Area increased opportunities for higher learning; (2) to provide instruction for the working adult populace of the area who seek to continue their education in the evenings or on the

Mission of University (Cont'd)

weekend; (3) to train individuals for positions in business, education, industry, and government; (4) to prepare students for graduate work or advanced study; (5) to instruct at the graduate level for the awarding of advanced degrees; and (6) to provide opportunities for personal development, self-understanding, and an enhanced self-image.

Student Characteristics of University

During Fall 2001, Southern University in New Orleans had a total enrollment of 3,741 undergraduate and 657 graduate students. A total of 1,118 students were males and 2,623 were females. The majority of the students were from Louisiana with a total of 3,573 in-state students, 119 out-of-state students, and 49 foreign students. Among students enrolled in the undergraduate program, 3,069 were black, 33 were white, and 226 were other races. Among students enrolled in the graduate program, 305 were black, 49 were white, and 23 were other races.

In support of the university's mission, the unique mission of the College of Education is the preparation and development of teachers who are reflective practitioners and social advocates in the urban environment.

Accreditation and Approval of Teacher Preparation Program

Southern University at New Orleans is accredited by the Southern Association of Colleges and Schools (SACS) and is currently a candidate for accreditation 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.

Notable Features and Accomplishments of Teacher Preparation Program

- The College of Education majors are primarily non-traditional Africa-American students from urban areas. Many are first generation college attendees, and most require Pell grants to support their enrollment at the university. Because of family demands and time/work constraints, a significant majority of the students require six (6) to eight (8) years to complete their programs of study.

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

- The College of Education program completers demonstrate educational leadership qualities as indicated by a 96% passage rate on the Louisiana Teacher Assistance and Assessment Program.
- College of Education candidates are provided extensive field and clinical experiences in diverse settings to ensure that they gain the required competencies so that all children under their instruction will learn content and skills appropriate for grades 1 through 12. It is the intent of the Teacher Education Program to prepare candidates who exemplify models of Dedicated Professionals; Instructional Leaders; Continuous Assessors; Educational Advocates; Social Justice Empowerment Leaders; and Reflective Practitioners.
- The College of Education has four Professional Development Schools: one in St. Bernard Parish and three in Orleans Parish.
- Effective Fall 2002, teacher candidates must take and pass all parts of the PRAXIS examination as prerequisite for student teaching.
- The College of Education provides candidates multiple opportunities to prepare for the PRAXIS examination: (1) Learning Plus; (2) courses for PRAXIS I and II; (3) study clusters; (4) in-depth seminars; and (5) J. K. Haynes Institute (summers only).
- The College of Education has received approval for newly, redesigned programs in Elementary Education, Middle Education, and Secondary Education in English, Mathematics, Science, and Social Studies.
- The NCATE Team and State Board of Examiners Team conducted the first accreditation visit at Southern University at New Orleans. Based on the findings of the team, the Professional Education Unit (College of Education) met all standards.

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 2001-2002 including all areas of teaching specialization.	122
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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 2001, Fall 2001, and/or Spring 2002.	54
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 2001, Fall 2001, and Spring 2002.	6
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2001, Fall 2001, and Spring 2002.	3
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2001, Fall 2001, and Spring 2002.	0
d. Total number of supervising faculty for the teacher preparation program during 2001-2002.	9
4. Student/faculty ratio for student teaching and internship experiences.	6:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2001-2002.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2001-2002.	14
c. Total number of hours required during academic year 2001-2002 for student teaching.	420

**LOUISIANA BOARD OF REGENTS
2002-2003 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

SOUTHERN UNIVERSITY AT NEW ORLEANS

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 regular and alternate certification students on the state teachers' examination (PRAXIS) was assessed. During the second phase (2002-2003), 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 of 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.

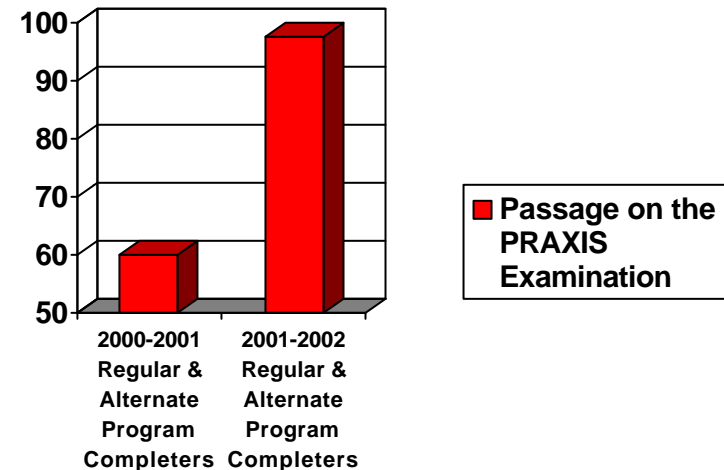
I. INSTITUTIONAL PERFORMANCE INDEX

**A. Grade Performance of 2001-2002 Regular and Alternate Certification Program Completers on Certification Index
(Percentage of students who passed the PRAXIS Examination)**

Grade: A+
PRAXIS Passage Rate: 98%
Scaled Score: 128

This is a difference of **+38%** when compared to the **60%** passage rate of 2000-2001 regular and alternate certification program completers on the PRAXIS examinations.

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 2001-2002 Program Completers on Graduate Satisfaction Survey

Grade: *Not Applicable*
Mean Score of Survey
Respondents: *Not Applicable*
Total number of Survey
Respondents: 6
Scaled Score: *Not Applicable*

Data not reported for institutions with fewer than 10 survey respondents.

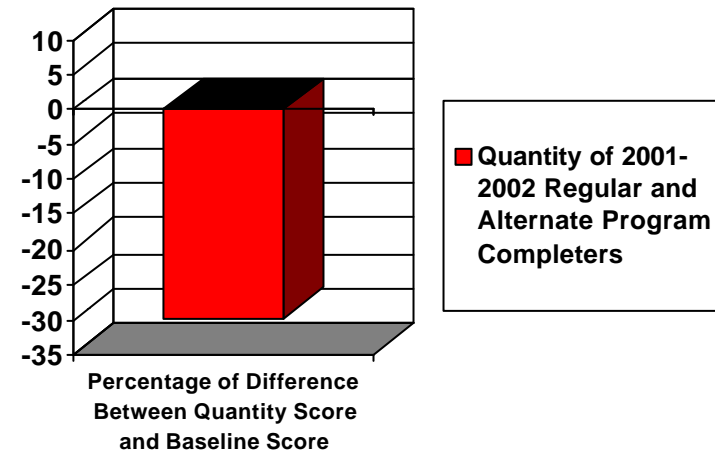
The following scale was used to determine grades for mean responses on surveys: A+ = Mean 128 & above; A = Mean 117.0 – 127.9; B = 107.0 – 116.9; C = Mean 93.0 – 106.9; Below C = Mean Below 93.0. See Appendix B for a breakdown of scores. Scaled scores are not assigned for institutions with fewer than 10 survey respondents.

II. QUANTITY INDEX

Grade for Quantity Score

Grade: *Not Applicable*
Quantity Score: 69.5
Baseline Score: 99
Percentage of Difference: -29.8%
Scaled Score: *Not Applicable*

The following scale was used to determine quantity grades based upon percentage of difference between the 2001-2002 Quantity Score and Baseline Score: A+ = +15% and above difference; A = +5% to +14% difference; B = -3% to +4% difference; C = -4 to -15% difference; and Below C = -16% and greater difference. See Appendix C for a breakdown of scores.



III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

A. **Teacher Preparation Performance Score** = Institutional Performance Index + Quantity Index / 2

$$\{([\text{Certification Scaled Score} * .875] + [\text{Graduate Satisfactory Scaled Score} * .125]) + \text{Quantity Scale Score}\} / 2$$

This institution successfully exited Corrective Action in one year instead of two years by attaining a 98% passage rate on the PRAXIS examinations. A new Teacher Preparation Performance Score will not be calculated for the institution until April 2004.

B. **Teacher Preparation Performance Label** = ***Transitional Teacher Preparation Program***

Note: All institutions that enter into Corrective Action due to labels of “At-Risk” or “Low Performing” are provided two years to reach a “Satisfactory” or higher level. New accountability scores and labels are not assigned to the institutions until the end of the two year time period. Institutions that demonstrate significant growth and exit Corrective Action in one year are provided a label of Transitional Teacher Preparation Program. New accountability scores are not assigned to these institutions until the beginning of the next year.

APPENDIX A

**PRAXIS EXAMINATION
PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS
2001-2002 PROGRAM COMPLETERS**

SOUTHERN UNIVERSITY AT NEW ORLEANS

	NUMBER PASSED	TOTAL NUMBER	PERCENTAGE PASSED
2001-2002 Regular Program Completers	25	26	96%
2001-2002 Alternate Program Completers	18	18	100%
Total	43	44	98%

This university has successfully exited Corrective Action as a result of 2001-2002 program completers demonstrating a 98% passage rate on the PRAXIS examinations. This university will not be assigned a new grade or scaled score for PRAXIS passage rates until April 2004.



APPENDIX A (CONT'D)

PRAXIS EXAMINATION PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS 2001-2002 REGULAR PROGRAM COMPLETERS

ENTRY REQUIREMENTS FOR TEACHER PREPARATION PROGRAMS

All regular and alternate certification students must pass the following PRAXIS subtests to be formally admitted to a teacher preparation program at a college or university in Louisiana. Regular students are those who are completing a program of study to graduate with a baccalaureate degree in education. Alternate certification students are those who already possess a baccalaureate degree outside of education and are completing an alternate certification program to become certified to teach.

Type of Assessment: **Basic Skills**

- (1) Communications Skills and General Knowledge **OR**
- (2) Reading, Writing, and Mathematics

State law requires all students to take all required PRAXIS subtests prior to graduation, but it does not require students to pass the subtests. Individual institutions have developed their own policies that require students to pass the PRAXIS subtests to graduate.

TEACHER CERTIFICATION REQUIREMENTS IN LOUISIANA

To be certified to teach in Louisiana, individuals must complete an approved teacher preparation program, possess a 2.5 grade point average, pass the Basic Skills subtests, and pass PRAXIS subtests in the following areas:

Type of Assessment: **Professional Knowledge**

- (1) Professional Knowledge **OR**
- (2) Principles of Learning & Teaching K-6 **OR**
- (3) Principles of Learning & Teaching 7-12

AND

Type of Assessment: **Academic Content Areas** The subtests vary according to the areas of certification.

REQUIREMENTS OF THE HIGHER EDUCATION ACT OF 1998

The Higher Education Act of 1998 requires all institutions in the United States with teacher preparation programs to issue institutional reports on a yearly basis which contain information specified by the U.S. Department of Education. In addition, the Act requires institutions to provide the public with specific information pertaining to the passage rates of regular program completers on individual subtests. The following pages contain a report developed by the Educational Testing Service to provide a breakdown of program completer performance on individual subtests. A similar report is currently being developed by the Educational Testing Service regarding the performance of 2001-2002 alternate certification program completers on individual subtests. Once the report is received, it will be placed on the Board of Regents web site (<http://www.regents.state.la.us>).



HEA - Title II 2001-2002 Academic Year

Institution Name	SOUTHERN UNIV - NEW ORLEANS
Institution Code	6711
State	Louisiana
Number of Program Completers Submitted	26
Number of Program Completers found, matched, and used in passing rate Calculations	26

March 18, 2003

<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>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
COMMUNICATION SKILLS	500	6			619	619	100%
GENERAL KNOWLEDGE	510	3			555	554	100%
PPST READING	710	3			422	421	100%
CBT READING	711	16	16	100%	620	619	100%
PPST WRITING	720	4			457	457	100%
CBT WRITING	721	15	15	100%	582	578	99%
PPST MATHEMATICS	730	3			455	453	99%
CBT MATHEMATICS	731	20	20	100%	651	649	100%
COMPUTERIZED PPST READING	5710				11	10	91%
COMPUTERIZED PPST WRITING	5720				13	12	92%
COMPUTERIZED PPST MATHEMATICS	5730				16	13	81%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520	5			89	87	98%
PRINCIPLES LEARNING & TEACHING K-6	522	19	19	100%	1124	1101	98%
PRINCIPLES LEARNING & TEACHING 7-12	524	2			544	516	95%
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010	1			16	15	94%
ELEM ED CURR INSTRUC ASSESSMENT	011	23	23	100%	997	978	98%
ELEM ED CONTENT AREA EXERCISES	012	23	23	100%	995	995	100%



**HEA - Title II
2001-2002 Academic Year**

Institution Name	SOUTHERN UNIV - NEW ORLEANS
Institution Code	6711
State	Louisiana
Number of Program Completers Submitted	26
Number of Program Completers found, matched, and used in passing rate Calculations	26

March 18, 2003

<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>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Academic Content Areas (Cont'd)							
EARLY CHILDHOOD EDUCATION	020				80	80	100%
BIOLOGY AND GENERAL SCIENCE	030				30	30	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				104	99	95%
ENG LANG LIT COMP PEDAGOGY	043				99	94	95%
MATHEMATICS	060				45	45	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				8		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	2			109	102	94%
SOCIAL STUDIES: INTERPRET MATERIALS	083	2			107	103	96%
PHYSICAL EDUCATION	090				148	146	99%
BUSINESS EDUCATION	100				13	13	100%
MUSIC EDUCATION	110				69	66	96%
FAMILY AND CONSUMER SCIENCES	120				15	15	100%
FRENCH	170				2		



**HEA - Title II
2001-2002 Academic Year**

Institution Name	SOUTHERN UNIV - NEW ORLEANS
Institution Code	6711
State	Louisiana
Number of Program Completers Submitted	26
Number of Program Completers found, matched, and used in passing rate Calculations	26

March 18, 2003

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		
				<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	26	26	100%	1681	1672	99%
Aggregate - Professional Knowledge	26	26	100%	1757	1703	97%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	26	25	96%	1637	1589	97%
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 Rates	26	25	96%	1776	1687	95%

APPENDIX B

GRADUATE SATISFACTION SURVEY

SOUTHERN UNIVERSITY AT NEW ORLEANS

INTRODUCTION

To assist the State in collecting data from first year teachers about their preparation for teaching, the Louisiana Department of Education sent surveys to the 807 regular program completers of the 2001-2002 academic year who began teaching during fall 2002. One thousand seven hundred and seventy-six individuals completed regular teacher preparation programs in public and private universities in Louisiana between July 1, 2001 and June 30, 2002. Of those 1,776 individuals, it was determined that 592 were not teaching in public schools in Louisiana, 377 began teaching in Louisiana's public schools during spring 2002 or spring 2003, and 807 began teaching in Louisiana's public schools during fall 2002. The survey instrument was sent to all of these 807 teachers. Ninety-two percent ($n = 741$) of the 807 teachers responded to the survey. Additional follow-up is currently in progress to obtain responses from the remaining 8% ($n = 66$).

The survey was developed by a committee composed of university, district, Louisiana Department of Education, and Board of Regents personnel. It was the committee's decision to align all survey questions with state standards for teachers (e.g., Louisiana's Components of Effective Teaching). Teachers were required to respond to 35 statements using a 4-point scale (i.e., Strongly Disagree = 1, Disagree = 2, Agree = 3, and Strongly Agree = 4). Each item is scored on this 1 to 4 scale, and the scores for the 35 items are added together for a total survey score. If a respondent answers each question, the minimum possible score is 35, and the maximum possible score is 140. A deadline for responding was provided to teachers. A second survey was sent to teachers who did not respond by the deadline.

The Board of Regents approved a policy during March 2003 to use survey scores during a given year as part of the Teacher Preparation Accountability System only if 10 or more individuals from a university or college responded to the survey. For institutions with fewer than 10 survey responses, data from consecutive years will be combined until a total of 10 or more surveys are available.

GRADUATE SATISFACTION GRADES

Grades were assigned to institutions for the Teacher Preparation Accountability System based upon overall mean scores. The following scale was used to assign grades:

A+	128 and above
A	117.0-127.9
B	107.0- 116.9
C	93.0 – 106.9
Below C	Below 93.0

OVERALL SURVEY RESULTS

The overall results for the survey were the following:

N	Mean	Minimum	Maximum	Standard Deviation
741	115.8	38	140	16.2

SURVEY RESULTS

N	Mean	Minimum	Maximum	Standard Deviation
6				

Less than 10 2001-2002 program completers responded to the survey. Therefore, survey results were not used to calculate the 2002-2003 Institutional Performance Score. Once 10 or more students have responded over consecutive years, survey results will be integrated into the accountability system.

APPENDIX C:

2002-2003 CALCULATION OF QUANTITY INDEX

SOUTHERN UNIVERSITY AT NEW ORLEANS

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. The Baseline Score for this university is: **99**.

QUANTITY SCORE

A. 2001-2002 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2001 – June 30, 2002. The total number of regular and alternate program completers for this university is: **44**.

B. BONUS POINTS

In addition, one-half a point is assigned to every 2001-2002 regular and alternate program completer that met the criteria for each of the following teacher shortage areas. The bonus points for this institution are: **25.5**.

Teacher Shortage Areas		# Regular Program Completers	# Alternate Program Completers	Bonus Points
MINORITIES		26	14	40
MATHEMATICS		0	3	3
SCIENCE	General	0	1	1
	Biology	0	3	3
	Chemistry	0	2	2
	Physics	0	0	0
	Earth	0	0	0
	Environmental	0	0	0
MIDDLE SCHOOL		0	0	0
SPECIAL EDUCATION		0	0	0
MALE	Early Childhood	0	0	0
	Elementary	2	0	2
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)		0	0	0
TOTAL		28	23	51 * .5 = 25.5

C. QUANTITY

Quantity Score = **44** (Program Completers) + **25.5** (Bonus Points) = **69.5**.

This university has successfully exited Corrective Action in one year. This university will not be assigned a grade or scaled score for the Quantity Index until April 2004.