



LOUISIANA BOARD OF REGENTS 2000-2001 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

UNIVERSITY OF NEW ORLEANS

Message from the Commissioner:

In compliance with the Higher Education Act of 1998, baseline data are being released on each university in Louisiana with a teacher preparation program as part of a nationwide public accountability effort that began this year. This evaluation of teacher preparation follows earlier and on-going efforts begun in 1999 by Louisiana's Blue Ribbon Commission on Teacher Quality, a systemic reform initiative coordinated by Governor Foster, Board of Regents, and the Board of Elementary and Secondary Education. The information in this report will be used by Regents and BESE as part of a statewide effort to recruit, prepare, and retain more effective teachers throughout the state. To that end, these institutional reports will help colleges and universities, PK-16+ Councils, and PK-16+ Redesign Teams to further improve their programs. Building on this year's data, report cards will be issued on each university annually, beginning next year, to disclose institutional efforts in preparing new teachers.

*E. Joseph Savoie
Commissioner of Higher Education*

Mission of University

The newly revised mission for the University of New Orleans focuses on partnerships which further the development of educational, economic, technological, cultural, and social well being of the New Orleans metropolitan area. In addition, the new mission reinforces a commitment to graduate education and research.

Student Characteristics of University

During 1999-2000, University of New Orleans had a total enrollment of 11,872 undergraduate and 3,996 graduate students. A total of 6,686 students were males and 9,182 were females. The majority of the students were from Louisiana with a total of 14,538 in-state students, 556 out-of-state students, and 774 foreign students. Among students enrolled in the undergraduate program, 2,504 were black, 6,914 were white, and 2,454 were other races. Among students enrolled in the graduate program, 708 were black, 2,355 were white, and 933 were other races.

Accreditation and Approval of Teacher Preparation Program

The University of New Orleans is accredited by the Southern Association of Colleges and Schools (SACS) and 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 UNO College of Education has 13 undergraduate programs with a total enrollment of 2,633 students. Graduate programs include 17 alternate teacher certification programs, 5 masters programs, and 4 doctoral programs with a total graduate enrollment of 1,157. In 1999-2000, the college graduated 172 bachelors, 216 masters, and 21 doctorates.
- Students receive instruction and field experiences in local schools throughout their teacher preparation programs.
- Students formed Pre-Service Teachers in Action (PSTA), an organization that provides opportunities for the professional development of UNO students by facilitating students' involvement in early field experiences and other activities related to teacher preparation.
- Over \$3 million were awarded to the College of Education to address issues related to educational leadership, counseling, teacher preparation, professional development, and technology.
- UNO faculty, staff, and students served as members of the Louisiana Blue Ribbon Commission and consortia.
- More than \$614,000 in grant funding made it possible for UNO to improve the use of technology in teacher education.
- Faculty and staff from UNO work with 66 schools locally, statewide, and regionally to improve K-16 student learning.

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

- The College of Education was named the mid-south regional center for the Accelerated Schools Project and services the states of Alabama, Louisiana, Mississippi, and Tennessee.
- UNO is a founding partner in The School Leadership Center, a non-profit organization dedicated to the professional advancement of school administrators.
- The Counselor Education Graduate Program continued its accreditation by the Council on Accreditation of Counseling and Related Educational Programs (CACREP). The doctoral program is one of 36 accredited programs nationally and the only one in Louisiana.
- The Counselor Education Graduate Program was given the "Outstanding Counseling Graduate Program Award" by the Southern Region of the Association for Counselor Education and Supervision.

Teacher Preparation Program Label

The following labels will be assigned to all teacher preparation programs in Louisiana during April 2002 in conjunction with Louisiana's new Teacher Preparation Accountability System: Exemplary, Quality, Satisfactory, At-Risk, and Low-Performing. Labels have not been assigned to universities in this institutional report.

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 1999-2000 including all areas of teaching specialization.	380
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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 1999, Fall 1999, and/or Spring 2000.	261
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 1999, Fall 1999, and Spring 2000.	8
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 1999, Fall 1999, and Spring 2000.	2
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 1999, Fall 1999, and Spring 2000.	20
d. Total number of supervising faculty for the teacher preparation program during 1999-2000.	30
4. Student/faculty ratio for student teaching and internship experiences.	8:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 1999-2000.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 1999-2000.	15
c. Total number of hours required per semester during academic year 1999-2000 for student teaching.	450



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*Single-Assessment Institution Level
Pass-Rate Data: Regular Teacher
Preparation Program*

Institution Name	University of New Orleans
Institution Code	6379
State	Louisiana
Number of Program Completers Submitted	172
Number of program Completers found, matched, and used in passing rate Calculations¹	168

<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	159	159	100%	1928	1918	99%
GENERAL KNOWLEDGE	510	160	160	100%	1916	1899	99%
PPST READING	710				18	15	83%
CBT READING	711				32	29	91%
PPST WRITING	720				20	16	80%
CBT WRITING	721				30	26	87%
PPST MATHEMATICS	730				22	16	73%
CBT MATHEMATICS	731				48	43	90%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520	107	107	100%	1415	1386	98%
PRINCIPLES LEARNING & TEACHING K-6	522	38	37	97%	330	281	85%
PRINCIPLES LEARNING & TEACHING 7-12	524	17	14	82%	216	183	85%
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010	52	51	98%	694	667	96%
ELEM ED CURR INSTRUC ASSESSMENT	011	56	54	96%	450	373	83%
ELEM ED CONTENT AREA EXERCISES	012	55	55	100%	445	421	95%
EARLY CHILDHOOD EDUCATION	020				77	76	99%
BIOLOGY AND GENERAL SCIENCE	030	3			52	47	90%
ENGLISH LANGUAGE AND LITERATURE	040	15	13	87%	65	56	86%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	7			66	48	73%

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.



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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>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Academic Content Areas							
ENG LANG LIT COMP PEDAGOGY	043	6			54	50	93%
MATHEMATICS	060	6			60	49	82%
CHEM PHYSICS AND GENERAL SCIENCE	070				10	6	60%
SOCIAL STUDIES	080	6			58	51	88%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	7			68	53	78%
SOCIAL STUDIES: INTERPRET MATERIALS	083	7			63	51	81%
PHYSICAL EDUCATION	090	2			132	121	92%
BUSINESS EDUCATION	100				32	27	84%
MUSIC EDUCATION	110				62	55	89%
FRENCH	170	1			6		
GERMAN	180				1		
SPANISH	190	1			3		
Other Content Areas							
HOME ECONOMICS EDUCATION	120				14	14	100%



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**Aggregate and Summary Institution-Level
Pass-Rate Data:
Regular Teacher Preparation Program**

<i>Type of Assessment²</i>	Statewide					
	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	160	160	100%	1992	1957	98%
Aggregate - Professional Knowledge	162	158	98%	1961	1850	94%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	156	149	96%	1832	1627	89%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				14	14	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	168	159	95%	2057	1795	87%

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 pass rate.