

LOUISIANA BOARD OF REGENTS

2007-2008 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

SOUTHERN UNIVERSITY AT NEW ORLEANS

Message from the Commissioner:

Louisiana is being recognized nationally for the efforts of our universities to prepare high-quality new teachers who enter the profession prepared to address the needs of PK-12 students. All campuses are to be commended for the work they have done in the past and the work they are doing today to enhance the knowledge and skills of all new teachers. As improved student achievement continues to be a goal of all educators in Louisiana, the success of your work will continue for years to come as your well-prepared new teachers further develop their capabilities and become even more effective teachers in the future. The work you are doing is of the utmost importance, for it impacts the lives of students in Louisiana, and it impacts the economic health of our state.

*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 diverse populations by preparing them to enter into new as well as traditional careers, and to equip them to function optimally in the mainstream of the global society.

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 to increase opportunities for higher learning; (2) to provide instruction for the working adult populace of the area who seek to continue their education in the evening and/or on the weekend; (3) to train individuals for positions in business, industry, and government; (4) to prepare students for graduate work or advance 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 2006, the university had a total enrollment of 1,709 undergraduate and 476 graduate students. A total of 570 students were males and 1,615 were females.

Student Characteristics of University (Cont'd)

The majority of the students were from Louisiana with a total of 2,083 in-state students 67 out-of-state students, and 35 foreign students. Among students enrolled in the undergraduate program, 2,086 were black, 48 were white, and 51 were other races. Among students enrolled in the graduate program, 440 were black, 24 were white, and 12 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 Louisiana Board of Regents and the Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- The College of Education began the Fall 2006 with the July 1, 2006 hiring of Dr. Mary Minter as Dean of the College. Dr. Minter replaced Dr. Kelvin Adams who served as Interim Dean throughout the Spring and part of the summer of 2006.
- As a part of the restructuring plan in response to Hurricane Katrina devastations, the University reorganized the School of Graduate Studies returning programs to their respective colleges and schools while retaining the School as an administrative unit headed by a dean (during the Fall 2006, the School of Graduate Studies was headed by an interim dean following the sudden death of its dean). The Master of Arts in Urban Education program and its faculty (3 members) were serviced through the College of Education.
- The program proposal for Child Development and Family Studies Program was completed during the Fall 2006 semester and successfully moved through the approval process by the Southern University System Board and the Louisiana Board of Regents.
- Four teaching faculty and the Dean attended the January 2007 AACTE annual conference in New York. The team participated in several pre-conference workshops dedicated to the NCATE process.

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

- The College continued to engage in a phase-out process of ten (10) initial licensure and one (1) Master of Arts programs requested for termination by the Southern University System Board.
- On behalf of the University, the College of Education submitted a Dual Enrollment grant proposal to the Louisiana Board of Regents and was involved in the initial implementation of the program for 11 & 12 graders on the TOPs route in the Fall 2006 and Spring 2007 semesters.
- Faculty members engaged in the development of a M.Ed. (Curriculum and Instruction) program proposal. The unit expects to implement an approved program in the fall 2008 semester following a complete phase-out process of the current M.A. in Urban Education.
- Three (3) faculty members in the College of Education received the annual awards at the University level in the following areas: Outstanding teaching achievement; outstanding grantsmanship achievement; and outstanding research achievement.
- The College held an off-campus faculty retreat in May 2007 to engage in professional development activities giving special focus on the NCATE/State review process.
- Several faculty members submitted their scholarly works for publication in the Journal for Urban Education: Focus on Enrichment, a peer reviewed journal. One faculty successfully published a book on Katrina and its impact on health and Education.

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 2006-2007 including all areas of teaching specialization.	61
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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 2006, Fall 2006, and/or Spring 2007.	24
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	9
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2006, Fall 2006, and Spring 2007.	6
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2006, Fall 2006, and Spring 2007.	0
d. Total number of supervising faculty for the teacher preparation program during 2006-2007.	15
4. Student/faculty ratio for student teaching and internship experiences.	15:2
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2006-2007.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2006-2007.	14
c. Total number of hours required during academic year 2006-2007 for student teaching.	490



LOUISIANA BOARD OF REGENTS 2007-2008 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

OVERVIEW

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 subsequent phases (2002-2003, 2003-04, and 2004-05), 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' Praxis examinations and ratings by teachers of their teacher preparation programs) were assessed. In the future, additional factors will be assessed to examine such areas as ratings of programs by first year teachers' mentors and growth of learning of students taught by new teachers. The purpose of this accountability system is to clearly demonstrate to the public that all universities and colleges in Louisiana are working diligently to produce quality teachers who work effectively with PK-12 students.

During 2005-06, it was not possible to implement the Teacher Preparation Accountability System due to the closure of universities and schools in Louisiana and the inability to collect data from displaced teachers and mentors due to Hurricane Katrina and Hurricane Rita. A decision was made to revise the Teacher Preparation Accountability System. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06, 2006-07, and 2007-08 Institutional Reports for the Preparation of Teachers*. These reports can be found on the Board of Regents web site at: <http://asa.regents.state.la.us/TE/reports/2007>. The documents provide an overview of the quantity of program completers and the passage rates of program completers at individual universities.

**QUANTITY OF PROGRAM COMPLETERS AND
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES
2006-2007 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
SOUTHERN UNIVERSITY AT NEW ORLEANS	HEA Title II 2006-2007 Regular Program Completers	11	11	100%
	HEA Title II 2006-2007 Alternate Program Completers	13	13	100%
	Total Number of 2006-2007 Program Completers	24	24	100%



**HEA - Title II
2006-2007 Academic Year**

Institution Name	SOUTHERN UNIV - NEW ORLEANS
Institution Code	6711
State	Louisiana
Number of Program Completers Submitted	11
Number of Program Completers found, matched, and used in passing rate Calculations¹	11

March 30, 2008

<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							
PPST READING	710	2			328	328	100%
PPST WRITING	720	2			340	340	100%
PPST MATHEMATICS	730	2			335	335	100%
COMPUTERIZED PPST READING	5710	6			1020	1020	100%
COMPUTERIZED PPST WRITING	5720	6			1011	1011	100%
COMPUTERIZED PPST MATHEMATICS	5730	6			1020	1020	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020				184	184	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				51	51	100%
PRINCIPLES LEARNING & TEACHING K-6	522	9			699	699	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				53	53	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	1			488	484	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				37	37	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	9			845	841	99%
BIOLOGY AND GENERAL SCIENCE	030				2		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				92	91	99%
ENG LANG LIT COMP PEDAGOGY	043				92	92	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				10	10	100%
MATHEMATICS	060				1		
MATHEMATICS: CONTENT KNOWLEDGE	061				55	55	100%
MIDDLE SCHOOL MATHEMATICS	069				13	13	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				2		



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					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Academic Content Areas							
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	1			119	119	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	1			118	118	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				12	12	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091				107	107	100%
BUSINESS EDUCATION	100				11	11	100%
MUSIC EDUCATION	110				1		
MUSIC CONTENT KNOWLEDGE	113				81	80	99%
FAMILY AND CONSUMER SCIENCES	120				6		
ART CONTENT KNOWLEDGE	133				30	29	97%
FRENCH CONTENT KNOWLEDGE	173				5		
SPANISH CONTENT KNOWLEDGE	191				7		
SPEECH COMMUNICATION	220				7		
BIOLOGY CONTENT KNOWLEDGE	235				23	23	100%
CHEMISTRY CONTENT KNOWLEDGE	245				2		
GENERAL SCI CONTENT KNOWLEDGE	435				4		
MIDDLE SCHOOL SCIENCE	439				15	15	100%
AGRICULTURE	700				2		



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				Statewide		
<i>Type of Assessment²</i>	<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	8			1361	1361	100%
Aggregate - Professional Knowledge	10	10	100%	1471	1467	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	10	10	100%	1454	1443	99%
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 Rates⁵	11	11	100%	1429	1416	99%

Footnotes:

- 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.