



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

**OVERALL SUMMARY**

**REQUIREMENTS OF THE HIGHER EDUCATION ACT OF 1998**

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 regular program completers 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 alternate certification program completers; 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. For copies of the individual reports and more specific information, please go the Board of Regents web site: <http://asa.regents.state.la.us/TE/Reports>.

**LOUISIANA STATE UNIVERSITY SYSTEM**

Institutions	Institutional Performance Index		Quantity Index (% Increase Beyond Baseline)	Overall Teacher Preparation Performance Label
	PRAXIS Passage Rate	Graduate Satisfaction Survey Mean		
<b>Louisiana State University and A&amp;M College</b> <i>(Number of Program Completers = 371)</i>	93% (Grade: A)	112.7 (Grade: B)	+17.8% (Grade: A+)	<b>High Performing</b>
<b>Louisiana State University at Shreveport</b> <i>(Number of Program Completers + 107 )</i>	98% (Grade: A+)	112.0 (Grade: B)	+6.0% (Grade: A)	<b>High Performing</b>
<b>University of New Orleans</b> <i>(Number of Program Completers =174 )</i>	91% (Grade: B)	114.5 (Grade: B)	+26.2% (Grade: A+)	<b>High Performing</b>

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**OVERALL SUMMARY (CONT'D)**

**SOUTHERN UNIVERSITY SYSTEM**

Institutions	Institutional Performance Index		Quantity Index (% Increase Beyond Baseline)	Overall Teacher Preparation Performance Label
	PRAXIS Passage Rate	Graduate Satisfaction Survey Mean		
<b>Southern University and A&amp;M College</b> <i>(Number of Program Completers = 65)</i>	97% (Grade: A)	114.9 (Grade: <i>Not Applicable</i> )	+1.9% (Grade: <i>Not Applicable</i> )	<b>Transitional</b>
<b>Southern University at New Orleans</b> <i>(Number of Program Completers = 44)</i>	98% (Grade: A+)	Less than 10 Respondents (Grade: <i>Not Applicable</i> )	-29.8% (Grade: <i>Not Applicable</i> )	<b>Transitional</b>

*Note: The above institutions demonstrated significant improvement in their PRAXIS passage rates and exited Corrective Action in one year. 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.*

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**OVERALL SUMMARY (CONT'D)**

**UNIVERSITY OF LOUISIANA SYSTEM**

Institutions	Institutional Performance Index		Quantity Index (% Increase Beyond Baseline)	Overall Teacher Preparation Performance Label
	PRAXIS Passage Rate	Graduate Satisfaction Survey Mean		
<b>*Grambling State University</b> <i>(Number of Program Completers = 21)</i>	100% (Grade: A+)	Less than 10 Respondents (Grade: <i>Not Applicable</i> )	-24.4% (Grade: <i>Not Applicable</i> )	<b>*Transitional</b>
<b>Louisiana Tech University</b> <i>(Number of Program Completers = 125)</i>	100% (Grade: A+)	115.9 (Grade: B)	+4% (Grade: B)	<b>High Performing</b>
<b>McNeese State University</b> <i>(Number of Program Completers = 161)</i>	94% (Grade: A)	110.0 (Grade: B)	-24.9% (Grade: C)	<b>Satisfactory</b>
<b>Nicholls State University</b> <i>(Number of Program Completers = 207)</i>	96% (Grade: A)	116.2 (Grade: B)	+45.9% (Grade: A+)	<b>Exemplary</b>
<b>Northwestern State University</b> <i>(Number of Program Completers = 111)</i>	99% (Grade: A+)	118.2 (Grade: A)	+2.3% (Grade: B)	<b>High Performing</b>
<b>Southeastern Louisiana University</b> <i>(Number of Program Completers = 268)</i>	94% (Grade: A)	121.7 (Grade: A)	+5.2% (Grade: A)	<b>High Performing</b>
<b>University of Louisiana at Lafayette</b> <i>(Number of Program Completers = 244)</i>	96% (Grade: A)	112.6 (Grade: B)	+12.5% (Grade: A)	<b>High Performing</b>
<b>University of Louisiana at Monroe</b> <i>(Number of Program Completers = 113)</i>	100% (Grade: A+)	120.2 (Grade: A)	-10.3% (Grade: C)	<b>High Performing</b>

\* This institution demonstrated significant improvement in their PRAXIS passage rate and exited Corrective Action in one year. 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.

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**OVERALL SUMMARY (CONT'D)**

**PRIVATE UNIVERSITIES**

Institutions	Institutional Performance Index		Quantity Index (% Increase Beyond Baseline)	Overall Teacher Preparation Performance Label
	PRAXIS Passage Rate	Graduate Satisfaction Survey Mean		
<b>Centenary College</b> <i>(Number of Program Completers = 13)</i>	100% (Grade: A+)	Less than 10 Respondents (Grade: <i>Not Applicable</i> )	+3.6% (Grade: B)	<b>High Performing</b>
<b>Dillard University</b> <i>(Number of Program Completers = 13)</i>	100% (Grade: A+)	Less than 10 Respondents (Grade: <i>Not Applicable</i> )	+156.3% (Grade: A+)	<b>Exemplary</b>
<b>Louisiana College</b> <i>(Number of Program Completers = 60)</i>	93% (Grade: A)	122.1 (Grade: A)	+435.7% (Grade: A+)	<b>High Performing</b>
<b>Loyola University – New Orleans</b> <i>(Number of Program Completers = 34)</i>	91% (Grade: B)	Less than 10 Respondents (Grade: <i>Not Applicable</i> )	+63.6% (Grade: A+)	<b>High Performing</b>
<b>Our Lady of Holy Cross</b> <i>(Number of Program Completers = 33)</i>	97.0% (Grade: A)	Less than 10 Respondents (Grade: <i>Not Applicable</i> )	-15.9% (Grade: Below C)	<b>High Performing</b>
<b>Xavier University</b> <i>(Number of Program Completers = 10)</i>	90% (Grade: B)	Less than 10 Respondents (Grade: <i>Not Applicable</i> )	-14.3% (Grade: C)	<b>Satisfactory</b>