



BOARD OF REGENTS

2001-2002 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

SOUTHERN UNIVERSITY AT NEW ORLEANS

Message from the Commissioner:

We are pleased to offer the following reports on teacher education programs in Louisiana's colleges and universities. This information is important to our continuing efforts to keep the public informed about the quality of our teacher preparation programs. Last year (2000-2001) was a baseline year for the reporting of data. This year, the first factor used in our comprehensive accountability program is being released – student passage rates on the teacher certification examination (PRAXIS). Additional factors will be assessed in the coming years in an effort to develop an overall assessment of teacher preparation programs that is meaningful and serves as a catalyst for continued reform. As a result of authentic partnerships now being created between universities and districts to recruit, prepare, and retain teachers, we are building upon our united goal of providing every child in Louisiana caring and qualified teachers in every class every year. We commend our universities and districts for their ongoing commitment to improve education in Louisiana.

E. Joseph Savoie
Commissioner of Higher Education

Mission of University

The mission of Southern University at New Orleans (SUNO) 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. SUNO is fairly new – began in 1959 – and primarily serves students from Region I and the public schools in the Greater New Orleans area. The university is under a Consent Decree and has as a part of its mission an open admissions policy.

Mission of University (Cont'd)

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 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.

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.

Student Characteristics of University

During Fall 2000, Southern University in New Orleans had a total enrollment of 3,573 undergraduate and 426 graduate students. A total of 1,197 students were males and 2,802 were females. The majority of the students were from Louisiana with a total of 3,829 in-state students, 125 out-of-state students, and 45 foreign students. Among students enrolled in the undergraduate program, 3,315 were black, 47 were white, and 211 were other races. Among students enrolled in the graduate program, 326 were black, 65 were white, and 35 were other races.

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 African-American students from an urban area. Many are first generation college attendees. In addition, most require Pell grants to support their enrollment at the university. Because of family demands and time/work constraints, many of our students take six to eight years to complete their program of studies.
- The College of Education program completers demonstrate educational leadership qualities as indicated by a 96% passage rate for the Louisiana Teacher Assistance and Assessment Program.
- The College of Education candidates are provided extensive field and clinical experiences in diverse settings to insure that they gain the competencies so that all children will learn. 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 two Professional Development School sites – one in St. Charles Parish and one in Orleans Parish.
- Beginning Fall 2002, teacher candidates must have taken and passed all parts of the PRAXIS examination as a 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).

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 2000-2001 including all areas of teaching specialization.	110
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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 2000, Fall 2000, and/or Spring 2001.	114
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 2000, Fall 2000, and Spring 2001.	14
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	5
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	10
d. Total number of supervising faculty for the teacher preparation program during 2000-2001.	29
4. Student/faculty ratio for student teaching and internship experiences.	4:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2000-2001.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2000-2001.	14
c. Total number of hours required during academic year 2000-2001 for student teaching.	420



LOUISIANA BOARD OF REGENTS
2001-2002 TEACHER PREPARATION ACCOUNTABILITY PROGRAM
SOUTHERN UNIVERSITY AT NEW ORLEANS

In compliance with the Higher Education Act of 1998, Louisiana has created a Teacher Preparation Accountability Program that is assessing the performance of teacher preparation programs within the state. During the first phase of the accountability system, the performance of regular and alternate certification students on the state teachers' examination (PRAXIS) is being assessed. During each succeeding year, additional factors will be assessed to examine such areas as: increased quantity in critical shortage areas; ratings by first year teachers of their teacher preparation programs; 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 diligently working to address the need to produce quality teachers who are effective when working with PK-12 students.

GRADE FOR PERFORMANCE ON STATE TEACHERS' EXAMINATION

Southern University at New Orleans has been assigned a grade of **Below C (Low Performing)** for the performance of regular and alternate certification program completers on the state teachers' examination (PRAXIS). The following scale was used to determine performance grades: A+ (Exemplary) = 98-100% Passage Rate; A = 92-97% Passage Rate; B = 86-91% Passage Rate; C (At-Risk) = 80-85% Passage Rate; Below C (Low Performing) = Below 80% Passage Rate.

PASSAGE RATES OF ALL REGULAR AND ALTERNATE CERTIFICATION PROGRAM COMPLETERS

The following table summarizes passage rates of regular and alternate certification program completers during 1999-2000, 2000-2001, and both years for **Southern University at New Orleans**.

1999-2000 PROGRAM COMPLETERS			2000-2001 PROGRAM COMPLETERS			TOTAL 1999-2000 & 2000-2001 PROGRAM COMPLETERS		
Type of Certification Program	Number Passed	% Passed	Type of Certification Program	Number Passed	% Passed	Type of Certification Program	Number Passed	% Passed
Regular	33 out of 87 students	38%	Regular	19 out of 59 students	32%	Regular	52 out of 146 students	36%
Alternate	23 out of 23 students	100%	Alternate	40 out of 40 students	100%	Alternate	63 out of 63 students	100%
Total	56 out of 110 students	51%	Total	59 out of 99 students	60%	Total	115 out of 209 students	55%

PROCESS TO DETERMINE GRADES

Grades are based upon either the passage rates of program completers during the most recent academic year (2000-2001) OR average passage rates of program completers during the previous two years (1999-2000 and 2000-2001). The highest of the two passage rates is used to determine the actual grade. This process is used to adjust for three conditions: (1) limited number of program completers at institutions with small teacher preparation programs; (2) variance in student populations over a two year time period; and (3) significant improvements occurring at institutions over a two year time period.



PRAXIS EXAMINATION PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS 2000-2001 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 Learning & Teaching K-6 **OR**
- (3) Principles 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 2000-2001 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
2000-2001 Academic Year
Regular Program Completers**

Institution Name	Southern Univ. - New Orleans
Institution Code	6711
State	Louisiana
Number of Program Completers Submitted	59
Number of Program Completers found, matched, and used in passing rate Calculations	59

<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>
Basic Skills				
COMMUNICATION SKILLS	500	29	29	100%
GENERAL KNOWLEDGE	510	25	25	100%
PPST READING	710	8		
CBT READING	711	20	20	100%
PPST WRITING	720	9		
CBT WRITING	721	19	19	100%
PPST MATHEMATICS	730	10	10	100%
CBT MATHEMATICS	731	23	23	100%
Professional Knowledge				
PROFESSIONAL KNOWLEDGE	520	15	6	40%
PRINCIPLES LEARNING & TEACHING K-6	522	33	17	52%
PRINCIPLES LEARNING & TEACHING 7-12	524	10	8	80%
Academic Content Areas				
EDUCATION IN THE ELEMENTARY SCHOOL	010			
ELEM ED CURR INSTRUC ASSESSMENT	011	37	18	49%
ELEM ED CONTENT AREA EXERCISES	012	38	32	84%
EARLY CHILDHOOD EDUCATION	020			
BIOLOGY AND GENERAL SCIENCE	030			
ENGLISH LANGUAGE AND LITERATURE	040			
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	3		
ENG LANG LIT COMP PEDAGOGY	043	2		



**HEA - Title II
2000-2001 Academic Year
Regular Program Completers (Cont'd)**

Institution Name	Southern Univ. - New Orleans
Institution Code	6711
State	Louisiana
Number of Program Completers Submitted	59
Number of Program Completers found, matched, and used in passing rate Calculations	59

<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>
Academic Content Areas (Cont'd)				
MATHEMATICS	060	4		
CHEM PHYSICS AND GENERAL SCIENCE	070			
SOCIAL STUDIES	080	1		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	4		
SOCIAL STUDIES: INTERPRET MATERIALS	083	4		
PHYSICAL EDUCATION	090			
BUSINESS EDUCATION	100			
MUSIC EDUCATION	110			
HOME ECONOMICS EDUCATION	120			
FRENCH	170			



**HEA - Title II
2000-2001 Academic Year
Regular Program
Completers (Cont'd)**

Institution Name	Southern Univ. - New Orleans
Institution Code	6711
State	Louisiana
Number of Program Completers Submitted	59
Number of Program Completers found, matched, and used in passing rate Calculations	59

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>
Aggregate - Basic Skills	58	58	100%
Aggregate - Professional Knowledge	58	31	53%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	50	21	42%
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	59	19	32%