



# LOUISIANA BOARD OF REGENTS

## 2004-2005 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

### SOUTHERN UNIVERSITY AT NEW ORLEANS

#### **Message from the Commissioner:**

*This annual institutional report is part of a comprehensive, cooperative effort by Louisiana's entire education community – postsecondary education and elementary and secondary stakeholders alike - to ensure that Louisiana's public and private teacher education programs are of the highest quality, and to keep Louisiana's citizens informed about this critically-important enterprise. In 2002, the first year of our accountability program, student passage rates on the teacher certification examination (PRAXIS) were the sole criteria. In 2003 the formula was expanded to make the scores even more indicative of program quality. Scores are calculated using a weighted formula that takes into account each institution's regular and alternate certification completion 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. Our goal with this reporting system is to help ensure that Louisiana's colleges and universities are producing qualified, effective, caring teachers for all of our students.*

**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 improve 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 expanded in 1981 when it was authorized to award the Master of Social Work degree.

In support of its state 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 and/or on the weekend; (3) to train individuals for positions in business, 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 2003, the university had a total enrollment of 3,500 2,794 undergraduate and 706 graduate students. A total of 998 students were males and 2502 were females. The majority of the students were from Louisiana with a total of 3,335 in-state students, 165 out-of-state students, and 298 foreign students. Among students enrolled in the undergraduate program, 2,679 were black, 33 were white, and 82 were other races. Among students enrolled in the graduate program, 634 were black, 52 were white, and 20 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 Board of Regents and the Board of Elementary and Secondary Education.

#### **Notable Features and Accomplishments of Teacher Preparation Program**

- College of Education became a member of the Greater New Orleans Education Foundation collaborative with Tulane, Xavier, Dillard, Holy Cross and University of New Orleans, This collaborative is designed to develop programs to assist New Orleans Public School students to enhance reading and mathematics skills.
- Faculty members participated as keynote speaker and Distinguished Educator for the Association for Teacher Education conference in Dallas, Texas.

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

- Faculty members attended training for the Comer Model developed by James Comer (Yale University). This model is currently being implemented at 11 New Orleans Public Schools in collaboration with the College of Education.
- College of Education initiated the Etiquette Institute for pre-teens at our Professional Development Schools in an effort to address appropriate social and intellectual behavior.
- The second symposium, *Beyond Brown vs. the Board of Education* which served as a sequel to the first symposium, *Brown vs. Board of Education*.
- An administrator from the College of Education was one of the speakers at the Frederick Douglas Research Conference held in Washington, D. C. in November, 2004.
- New book, entitled Best Practices for Teaching Students in Urban Schools, was published in Fall, 2004. A majority of the contributors were faculty members in the College of Education.
- SUNO Literacy Academy has been established as a part of the Reading First Teacher Education Network. This academy provided a reading program for students in the Orleans Parish Schools who need assistance in reading or may be interested in enhancing reading proficiency. The critical component of this academy is the parental involvement.
- Faculty Orientation was held in September, 2004 focused on developing a plan of action with goals and objectives for the year. Faculty identified outcome based learning for students based on Praxis, national and state standards. Each department developed goals and objectives followed by college-wide faculty developing goals and objectives in alignment with Praxis Examination.
- *The Reading First Teacher Education Network* was infused into the curriculum. Syllabi were re-structured to include evidence-based strategies that proved to be effective in reading development.

**Teacher Preparation Program Data**

1. Total number of students formally admitted to the regular teacher 358

**Teacher Preparation Program Data (Cont'd)**

preparation program and enrolled in one or more courses during academic year 2003-2004 including all areas of teaching specialization.

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 2003, Fall 2003, and/or Spring 2004. 41
3. Supervising faculty for supervised student teaching and internship experiences.
- a. Number of appointed full time faculty in professional education. 14
  - b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2003, Fall 2003, and Spring 2004. 1
  - c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2003, Fall 2003, and Spring 2004. 1
  - d. Total number of supervising faculty for the teacher preparation program during 2003-2004. 16
4. Student/faculty ratio for student teaching and internship experiences. 3:1
5. Student participation in student teaching.
- a. Average number of hours per week required of student participation in supervised student teaching during academic year 2003-2004. 30
  - b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2003-2004. 15
  - c. Total number of hours required during academic year 2003-2004 for student teaching. 450

**LOUISIANA BOARD OF REGENTS  
2004-2005 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 the regular and alternate certification students on the state teachers' examination (PRAXIS) was assessed. During the second phase (2002-2004), 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 with 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 2003-2004 Regular and Alternate Certification Program Completers on Certification Index  
(Percentage of students who passed the PRAXIS examination)**

*Grade: A+*

*PRAXIS Passage Rate: 100%*

*Scaled Score: 136*

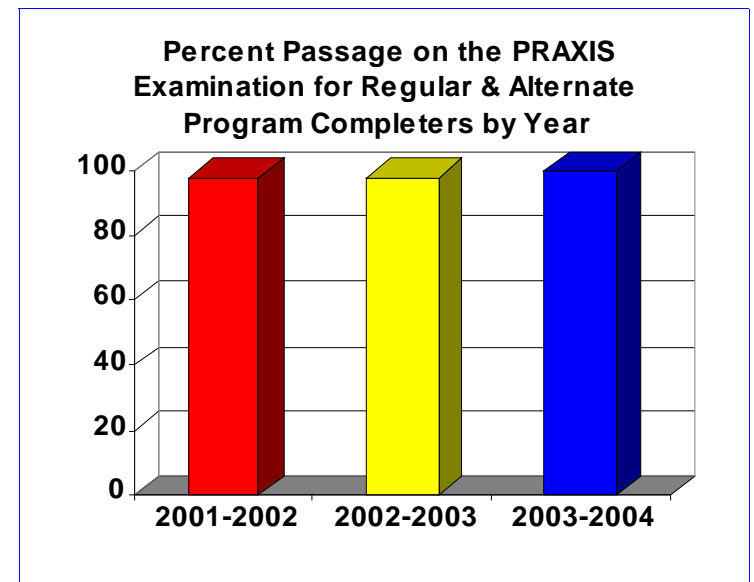
The 2003-2004 PRAXIS passage rate has changed by 2.3% from the 2001-2002 rate of 97.7% and 2.4% from the 2002-2003 rate of 97.6%.

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.



## Southern University at New Orleans (Continued)

### I. INSTITUTIONAL PERFORMANCE INDEX (continued)

#### B. Grade for Ratings of 2002-2003 Program Completers on Graduate Satisfaction Survey

*Grade: A*

*Mean Score of Survey Respondents: 118.79 over 2 years*

*Total Number of Survey Respondents: 10*

*Respondents' Scaled Score: 106*

The following scale was used to determine grades for mean responses on surveys:

A+	=	128 & above
A	=	117.0 – 127.9
B	=	107.0 – 116.9
C	=	93.0 – 106.9
Below C	=	below 93.0

See Appendix B for a breakdown of scores.

### II. QUANTITY INDEX

**Grade for Quantity Score** (See Appendix C for a breakdown of scores.)

*Grade: Below C*

*Quantity Score: 57.5*

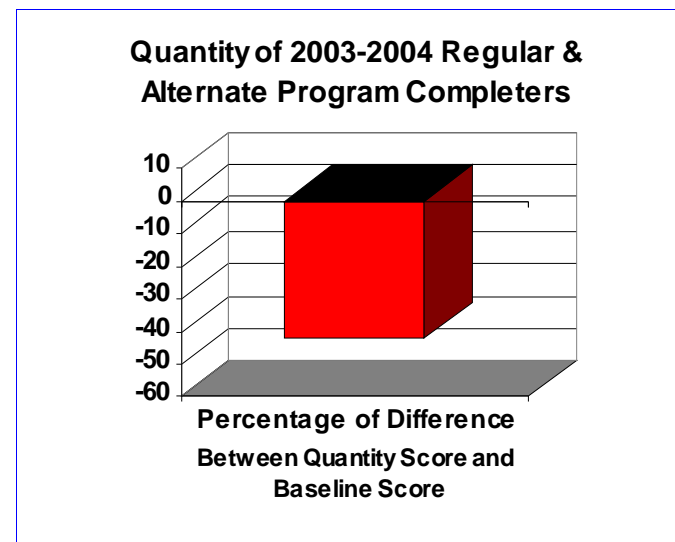
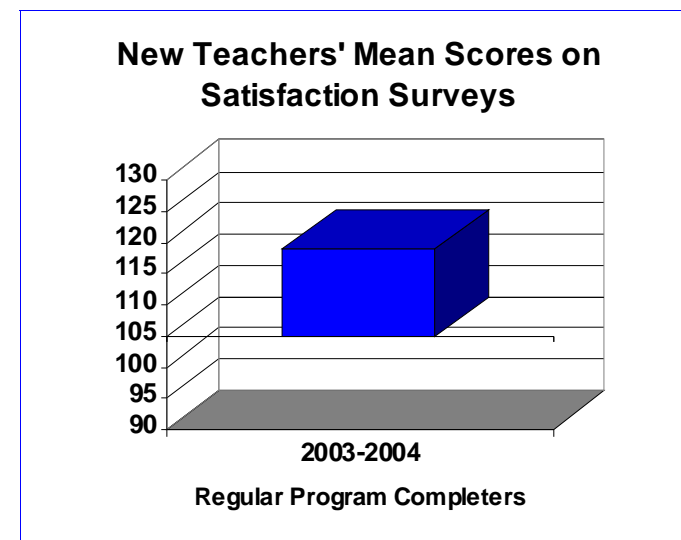
*Baseline Score: 99*

*Percent Difference from Baseline: -41.9%*

*Scaled Score: 0*

The following scale was used to determine quantity grades based upon percentage of difference between the 2002-2003 Quantity Score and Baseline Score:

A+	=	+15% and above
A	=	+5% to +14% difference
B	=	-3% to +4% difference
C	=	-4% to -15% difference
Below C	=	-16% and greater difference



**III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL**

<b>A. Teacher Preparation Performance Score</b>	=	This institution currently has a label of “At-Risk” and is entering into a second year of corrective action. A new Teacher Preparation Performance Score will be calculated during April 2006.
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*Note: The Graduate Satisfaction Survey has been given a weight of .125 instead of .25 due to the fact that only the regular program completers’ data were used. Future accountability cycles will use surveys administered to both regular and alternate program completers.*

<b>B. Teacher Preparation Performance Label</b>	=	<b>At Risk</b>
The following scale was used to assign the label:		
Exemplary Teacher Preparation Program	=	Teacher Preparation Performance Score of 125.0 and above
High Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 100.0 – 124.9
Satisfactory Teacher Preparation Program	=	Teacher Preparation Performance Score of 80.0 – 99.9
At-Risk Teacher Preparation Program	=	Teacher Preparation Performance Score of 50.0 – 79.9
Low Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 0 – 49.9

**APPENDIX A**

**SOUTHERN UNIVERSITY AT NEW ORLEANS**

**PRAXIS EXAMINATION  
PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS  
2003-2004 PROGRAM COMPLETERS**

<b>TYPES OF COMPLETERS</b>	<b>NUMBER PASSED</b>	<b>TOTAL NUMBER</b>	<b>PERCENTAGE PASSED</b>
2003-2004 Regular Program Completers	10	10	100%
2003-2004 Alternate Program Completers	15	15	100%
<b>Total</b>	<b>25</b>	<b>25</b>	<b>100%</b>

Passage Rate Reports are not prepared for program completers from individual campuses who have completed all university course requirements for alternate certification, passed all PRAXIS examinations for certification, and completed three years of successful teaching in place of student teaching/internships. The numbers of alternate certification program completers who fit this category are listed in Appendix C. All have passed 100% of the PRAXIS examinations.



**HEA - Title II  
2003-2004 Academic Year  
Regular Program  
Completers  
Passage Rate Report**

<b>Institution Name</b>	SOUTHERN UNIV – NEW ORLEANS
<b>Institution Code</b>	6711
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	10

<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>	<b>Statewide</b>		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Basic Skills</b>							
COMMUNICATION SKILLS	500				4		
GENERAL KNOWLEDGE	510				5		
PPST READING	710	3			97	97	100%
CBT READING	711	5			605	605	100%
PPST WRITING	720	2			96	96	100%
CBT WRITING	721	6			601	601	100%
PPST MATHEMATICS	730	1			85	85	100%
CBT MATHEMATICS	731	6			585	585	100%
COMPUTERIZED PPST READING	5710	1			485	485	100%
COMPUTERIZED PPST WRITING	5720	1			490	490	100%
COMPUTERIZED PPST MATHEMATICS	5730	1			513	513	100%
<b>Professional Knowledge</b>							
PROFESSIONAL KNOWLEDGE	520				4		
PRINCIPLES LEARNING & TEACHING K-6	522	9			1070	1062	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				5		
PRINCIPLES LEARNING & TEACHING 7-12	524	1			453	449	99%
<b>Academic Content Areas</b>							
ELEMENTARY EDUCATION	010				1		
ELEM ED CURR INSTRUC ASSESSMENT	011	3			135	131	97%
ELEM ED CONTENT AREA EXERCISES	012	3			136	135	99%



**HEA - Title II  
2003-2004 Academic Year  
Regular Program  
Completers  
Passage Rate Report**

<b>Institution Name</b>	SOUTHERN UNIV – NEW ORLEANS
<b>Institution Code</b>	6711
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	10

<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>	<b>Statewide</b>		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	6			780	773	99%
EARLY CHILDHOOD EDUCATION	020				86	86	100%
BIOLOGY AND GENERAL SCIENCE	030				29	29	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				87	87	100%
ENG LANG LIT COMP PEDAGOGY	043				87	87	100%
MATHEMATICS	060				21	21	100%
MATHEMATICS CONTENT KNOWLEDGE	061				2		
CHEM PHYSICS AND GENERAL SCIENCE	070				5		
SOCIAL STUDIES	080				1		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	1			96	94	98%
SOCIAL STUDIES: INTERPRET MATERIALS	083	1			96	96	100%
PHY EDUCATION: CONTENT KNOWLEDGE	091				58	58	100%
PHYSICAL EDUCATION	090				2		
BUSINESS EDUCATION	100				9		
MUSIC EDUCATION	110				28	28	100%
MUSIC CONTENT KNOWLEDGE	113				4		
FAMILY AND CONSUMER SCIENCES	120				7		
MIDDLE SCHOOL SUBJECTS: CK	146				1		
FRENCH	170				1		





**HEA - Title II  
2003-2004 Academic Year  
Regular Program  
Completers  
Passage Rate Report**

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<b>Institution Code</b>	6711
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	10

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<b>Statewide</b>		
				<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	9			1203	1203	100%
Aggregate - Professional Knowledge	10	10	100%	1532	1520	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	10	10	100%	1364	1350	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates</b>	10	10	100%	1542	1521	99%

**APPENIDIX B**

**SOUTHERN UNIVERSITY AT NEW ORLEANS**

***HEA - Title II  
2003-2004 Academic Year  
Alternate Certification Program Completers  
Passage Rate Reports have not yet  
been provided to states by  
the Educational Testing Service.***

	by Item	Disagree			Agree
<b>Planning</b>					
1. Specify learning objectives in terms of clear, concise student outcomes.	3.4	0	0	6	4
2. Plan a series of activities that help my students achieve those objectives.	3.5	0	0	5	5
3. Successfully identify individual student differences in the context of a whole class.	3.3	0	1	5	4
4. Implement accommodations for individual student differences.	3.4	0	1	4	5

\* As written, the survey contains 35 items. Technical difficulties with administration caused items 14 and 35 not to be administered in 2002-2003, and item 35 not to be administered in 2003-2004. The final score represents an adjustment to the mean scores to represent their equivalent out of 35 items. This was necessary in order to convert the survey scores to scaled scores and to merge scores for the two years of data reported for the accountability system.

Instruction					
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.5	0	0	5	5
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.4	0	1	4	5
7. Integrate a variety of materials to achieve lesson objectives.	3.2	0	1	6	3
8. Change or adjust a lesson to respond to my students' outcomes.	3.3	0	1	5	4
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.2	0	1	6	3
10. Implement teacher-directed or student-centered activities that result in student learning.	3.4	0	0	6	4
11. Successfully plan for individual student differences in the context of a whole class.	3.3	0	1	5	4
12. Open, develop, and close a lesson effectively.	3.3	0	0	7	3
13. Integrate technology into my lessons.	3.5	0	0	5	5
14. Successfully present content at a developmentally appropriate level.	Technical Difficulties: This item not administered for both years.				
15. Effectively use appropriate formal and informal assessment techniques.	3.3	0	1	5	4
16. Provide timely feedback to my students.	3.3	0	0	7	3
17. Produce evidence of student academic growth.	3.2	0	1	6	3
18. Employ effective teaching practices as modeled by faculty.	3.3	0	1	5	4

Instruction					
19. Relate examples, real-life situations, or current events to the content being taught.	3.6	0	0	4	6
20. Teach in one or more subject areas.	3.4	0	1	4	5
21. Communicate effectively with students.	3.5	0	0	5	5
22. Encourage participation from all students.	3.6	0	0	4	6
23. Monitor the ongoing performance of students.	3.4	0	0	6	4
Management					
24. Facilitate learning by organizing available space, materials, and equipment.	3.5	0	0	5	5
25. Maintain a positive learning environment.	3.6	0	0	4	6
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.4	0	0	6	4
27. Manage and adjust my time to ensure that learning objectives are met.	3.3	0	0	7	3
28. Clearly communicate my expectations for appropriate behavior to my students.	3.5	0	0	5	5
29. Monitor and respond to appropriate student behavior in an effective way.	3.3	0	0	7	3
30. Monitor and respond to inappropriate student behavior in an effective way.	3.5	0	0	5	5

School Improvement

31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	3.3	0	0	7	3
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.4	0	1	4	5
33. Collaboratively and effectively work with colleagues.	3.5	0	0	5	5
34. Understand the importance of and plan for professional development.	3.5	0	0	5	5
<b>Overall</b>		<b>poor</b>			<b>excellent</b>
Overall, how would you rate the effectiveness of your teacher preparation program in preparing you to improve student learning?	Technical Difficulties: This item not administered.				

## APPENDIX C

### SOUTHERN UNIVERSITY AT NEW ORLEANS

#### 2004-2005 POINTS FOR QUANTITY INDEX

#### 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.

#### QUANTITY POINTS

##### A. 2003-2004 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2003 – June 30, 2004.

Program Completers Undergraduates	Program Completers Alternate Certification Courses with Internship/Student Teaching	Program Completers Alternate Certification Courses with 3 Years of Successful Teaching	Program Completers TOTAL
10	15	13	38

##### B. BONUS POINTS

In addition, one-half a point is assigned to every 2003-2004 regular and alternate program completer that met the criteria for each of the following teacher shortage areas.

Teacher Shortage Areas	Program Completers Undergraduates	Program Completers Alternate Certification Courses with Internship/ Student Teaching	Program Completers Alternate Certification Courses with 3 Years of Successful Teaching
MINORITIES	10	11	11
MATHEMATICS		2	

SCIENCE	General Science			
	Biology			
	Chemistry			
	Physics			
	Earth Science			
	Environmental Science			
<b>MIDDLE SCHOOL</b>				
<b>SPECIAL EDUCATION</b>				
MALE	Early Childhood			
	Elementary		1	2
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)			2	
<b>Subtotals for Bonus Points</b>		10	16	13
<b>TOTAL BONUS POINTS</b>		<b>39/2 = 19.5</b>		

**TOTAL POINTS: 38 + 19.5 = 57.5**