



## LOUISIANA BOARD OF REGENTS 2006-2007 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS SOUTHERN UNIVERSITY AT NEW ORLEANS

### *Message from the Commissioner:*

*The annual Board of Regents Institutional Report for the Preparation of Teachers, begun in 2002, is a fundamental component of Louisiana's nationally-recognized effort to enhance the quality of its public and private teacher education programs. Given the universally acknowledged impact of educational attainment on economic development, this report takes on even greater significance as Louisiana continues its recovery from the storms of 2005. Teacher preparation programs across Louisiana have continued to exhibit extraordinary efforts as they have addressed the emotional and academic needs of their teacher candidates. I am confident that this effort is helping to move Louisiana closer to our goal of providing a caring, competent teacher for every student in every classroom every year.*

***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 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.

### **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 Louisiana Department of Education.

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

- Hurricane Katrina devastation affected the normal operations of the teacher education program as a result:
  - All fall 2005 course offerings for the semester were cancelled.
  - A large proportion of teacher candidates were permanently displaced and did not return.
  - At least a dozen teaching faculty were either furloughed, resigned, retired, reassigned to other duties outside the College of Education, or received non-renewal of their annual contracts.
  - In the Board of Regents January 5, 2006 meeting the System and the University requested that the following 10 teacher education programs be terminated: BS - Middle School Education; BA - Art Education; BA - English Education Grades 6-12; BS - Mathematics Education Grades 6-12; BA - Instrumental Music Education; BA - Social Studies Education; BS - Biology Education Grades 6-12; BS - Chemistry Education Grades 6-12; BA - French Education Grades 6-12; and BA - Spanish Education Grades 6-12. In addition, the College of Education was requested to convert the MA in Urban Education to a M.Ed. Curriculum and Instruction with focus areas in Early Childhood Education and Elementary Education. These programs were primarily low-completer programs and many of the programs in secondary education are duplicated at the University of New Orleans.
- Two (2) faculty members attended the March 20-24, 2006 ACEI workshop in Austin, TX to gain familiarity with the writing process of the SPAs report.

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

- College of Education submitted a successful prospectus for substantive change to SACS to offer a parallel degree program in Early Childhood Education online to meet the needs of displaced students.
- The College of Education established a partnership with the University of Missouri and identified early literacy as viable initiative to pursue. From this partnership, Southern University at New Orleans received a total of 56,000 books for the Library to replace a portion of the collection lost to the 2005 hurricane. The College of Education also received over 1200 early books as a part of the early literacy initiative that was symbolically formalized in an New Orleans public school early fall 2006.
- The partnership with MU-Columbia offered Southern University at New Orleans an opportunity to participate with the eMints National Center ([www.emints.org/ethemes/](http://www.emints.org/ethemes/)) and benefit from eThemes, an extensive database of content rich, age-appropriate resources organized around specific themes and created specifically for educators to use in their classrooms.
- College of Education received various materials and books for the early literacy program through the Reading First Technical Network (NCATE's grant initiative) program books.
- Three (3) faculty members participated in professional development programs in the Math area at Benjamin Franklin Elementary School (Orleans Parish School district) during the spring 2006.
- Three (3) faculty members in the College of Education were receipts honor awards at the University level in the following areas: outstanding teaching achievement; outstanding grantsmanship achievement, and outstanding research achievement.

**Teacher Preparation Program Data**

The following data have been provided about the teacher preparation program.

1. Total number of students in the regular teacher preparation program and enrolled in one or more courses during academic year 2005-2006 including all areas of teaching specialization.	196
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**Teacher Preparation Program Data (Cont'd.)**

2. Total number of students in the regular teacher preparation program and enrolled in one or more courses during academic year 2005-2006 including all areas of teaching specialization.	196
3. 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 2005, Fall 2005, and/or Spring 2006.	19
4. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	3
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2005, Fall 2005, and Spring 2006.	0
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2005, Fall 2005, and Spring 2006.	0
d. Total number of supervising faculty for the teacher preparation program during 2005-2006.	3
4. Student/faculty ratio for student teaching and internship experiences.	6.3:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2005-2006.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2005-2006.	14
c. Total number of hours required during academic year 2005-2006 for student teaching.	270



## **LOUISIANA BOARD OF REGENTS 2006-2007 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 during 2006-07. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06 Institutional Reports for the Preparation of Teachers* and *2006-07 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/2006>. 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  
2005-2006 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

<b>UNIVERSITIES</b>	<b>TYPES OF PROGRAMS</b>	<b>TOTAL COMPLETED</b>	<b>NUMBER PASSED</b>	<b>PERCENTAGE PASSED</b>
<b>SOUTHERN UNIVERSITY AT NEW ORLEANS</b>	HEA Title II 2005-2006 Regular Program Completers	17	16	94%
	HEA Title II 2005-2006 Alternate Program Completers	5	5	100%
	Total Number of 2005-2006 Program Completers	22	21	96%

**HEA TITLE II 2005-2006 ACADEMIC YEAR PASSAGE RATES REPORTS FOR  
REGULAR PROGRAM COMPLETERS  
ARE LOCATED ON THE FOLLOWING PAGES.**

**HEA TITLE II 2005-2006 ACADEMIC YEAR PASSAGE RATES REPORTS FOR  
ALTERNATE PROGRAM COMPLETERS  
ARE NOT YET AVAILABLE FROM THE EDUCATIONAL TESTING SERVICE  
FOR DISSEMINATION TO THE PUBLIC.**



**HEA - Title II  
2005-2006 Academic Year  
Regular Program Completers  
Passage Rate Scores**

<b>Institution Name</b>	SOUTHERN UNIV - NEW ORLEANS
<b>Institution Code</b>	6711
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	17
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	17

March 30, 2007

Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
<b>Basic Skills</b>							
PPST READING	710	4			310	310	100%
CBT READING	711				14	14	100%
PPST WRITING	720	2			310	310	100%
CBT WRITING	721				18	18	100%
PPST MATHEMATICS	730	3			304	304	100%
CBT MATHEMATICS	731	1			16	16	100%
COMPUTERIZED PPST READING	5710	9			1063	1063	100%
COMPUTERIZED PPST WRITING	5720	10	10	100%	1064	1064	100%
COMPUTERIZED PPST MATHEMATICS	5730	10	10	100%	1075	1075	100%
<b>Professional Knowledge</b>							
EARLY CHILDHOOD EDUCATION	020				99	99	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				52	52	100%
PRINCIPLES LEARNING & TEACHING K-6	522	12	12	100%	835	833	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				17	17	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	3			494	492	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				50	50	100%



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					<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	13	13	100%	912	909	100%
BIOLOGY AND GENERAL SCIENCE	030				10	10	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				100	98	98%
ENG LANG LIT COMP PEDAGOGY	043				100	100	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				4		
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	2			60	59	98%
MIDDLE SCHOOL MATHEMATICS	069				4		
CHEM PHYSICS AND GENERAL SCIENCE	070				9		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				113	113	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083				112	112	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				1		
PHYSICAL EDUCATION	090				3		
PHYSICAL ED: CONTENT KNOWLEDGE	091				105	105	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113	1			62	62	100%
FAMILY AND CONSUMER SCIENCES	120				5		
ART CONTENT KNOWLEDGE	133				17	17	100%



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					<b>Statewide</b>		
<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>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Academic Content Areas (Cont'd.)</b>							
FRENCH CONTENT KNOWLEDGE	173				5		
SPANISH CONTENT KNOWLEDGE	191				2		
SPEECH COMMUNICATION	220				4		
BIOLOGY CONTENT KNOWLEDGE	235				7		
MIDDLE SCHOOL SCIENCE	439				2		
AGRICULTURE	700				7		



**HEA - Title II  
2005-2006 Academic Year  
Regular Program Completers  
Passage Rate Report**

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March 30, 2007

				<b>Statewide</b>		
<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	15	15	100%	1405	1405	100%
Aggregate - Professional Knowledge	15	15	100%	1495	1491	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	16	15	94%	1440	1434	100%
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<sup>5</sup></b>	17	16	94%	1474	1464	99%



**Notes:**

- <sup>1</sup> 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.
- <sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.
- <sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.
- <sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.
- <sup>5</sup> 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 passrate.