

LOUISIANA BOARD OF REGENTS

2007-2008 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

UNIVERSITY OF 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 University of New Orleans (UNO), the urban research university of the State of Louisiana, provides essential support for the educational, economic, cultural, and social well being of the culturally rich and diverse New Orleans metropolitan area. Located in an international city, the university serves as an important link between Louisiana and both the nation and the world. The university strategically serves the needs of the region through its undergraduate and graduate programs and through mutually beneficial collaborations with public and private bodies whose missions and goals are consistent with and supportive of UNO's teaching, scholarly, and community service objectives.

Student Characteristics of University

During Fall 2006, the university had a total enrollment of 9,156 undergraduate and 2,591 graduate students. A total of 5,259 students were males and 6,488 were females. The majority of the students were from Louisiana with a total of 10,585 in-state students, 1,162 out-of-state students, and 604 foreign students. Among students enrolled in the undergraduate program, 1,888 were black, 5,358 were white, and 1,910 were other races. Among students enrolled in the graduate program, 425 were black, 1,555 were white, and 611 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

- A total of 1408 students were enrolled in the College of Education and Human Development: 589 were seeking a baccalaureate degree, and of that number, 476 were seeking teacher certification. An additional 378 were seeking certification through a post-baccalaureate alternate route. Of the post-baccalaureate students, 43 were seeking add-on certification areas. There were also 117 students seeking a master's degree, and 190 were enrolled in doctoral programs. There were an additional 134 students who were taking classes for professional development or who were admitted provisionally to the college.
- In the 2006-07 academic year, the University of New Orleans continued its support of the PK-12 educational system in the city of New Orleans. The college continues to operate four charter schools in New Orleans.
- The university, including the education programs offered by the College of Education and Human Development, is still adjusting to the lower enrollment that was a result of the effects of Hurricane Katrina. Despite the enrollment drop, there were almost 100 candidates (75 "regular" and 34 "alternate certification" completers) who achieved certification by June of 2007.
- The college continued its preparation for the accreditation process, scheduled to occur in the Fall of 2007. The college further developed its relationship with the PK-16 Council, which is comprised of school professionals and community leaders. By June of 2007, the faculty and administration of the college had successfully completed a "cycle" of assessment: Data had been generated and analyzed, faculty had engaged in professional discourse about how these data would inform program improvements, and the PK-16 Council members were presented with the findings, at which time they offered both suggestions about implementing improvements as well as ideas for obtaining resources.

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

- During the Spring semester of 2007, faculty members presented, for review by their peers, six program ("SPA") reports to their respective professional associations. By June of 2007, five of the six programs had received national recognition, and one had not yet received the results of the review. An additional eight reports will be submitted in the 2007-08 academic year.
- In January of 2007, the college switched its e-portfolio system association from PASS-PORT to Live Text.
- Throughout the year, faculty members continued to improve their unique program assessments. These assessments, which are required by their academic peers in professional associations (SPAs) in order to receive national recognition, are being added to the unit assessment system. All assessments, data, and reports are being organized in a SQL server database system custom-designed for the college.
- The college continued to improve its web-based, SQL server database. During the year, faculty and staff began to use the system on a more regular basis, including for purposes of advising.
- The development of the learning resource center continued, though its use has been delayed until after the accreditation visit. (Plans have been made for the room to be used exclusively by the accreditation team during the visit.)
- The College continued to obtain grants and private contracts for research, program development, and training grants. The 2006-07 year proved to be a record year for the college, as faculty and staff worked especially hard to find much-needed resources to build up both the university and the city.
- Financial exigency required the college to reduce the number of faculty and program offerings, but the college became more efficient, and the teacher to student ratio has been at least as good as it was before the storm.

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. 256

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.	95
3.	Supervising faculty for supervised student teaching and internship experiences.	
a.	Number of appointed full time faculty in professional education	11
b.	Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2006, Fall 2006, and Spring 2007.	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 2006, Fall 2006, and Spring 2007.	1
d.	Total number of supervising faculty for the teacher preparation program during 2006-2007.	12
4.	Student/faculty ratio for student teaching and internship experiences.	7:9
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.	15
c.	Total number of hours required during academic year 2006-2007 for student teaching.	525



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
UNIVERSITY OF NEW ORLEANS	HEA Title II 2006-2007 Regular Program Completers	75	75	100%
	HEA Title II 2006-2007 Alternate Program Completers	34	34	100%
	Total Number of 2006-2007 Program Completers	109	109	100%



*Educational
Testing Service*

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

Institution Name	UNIVERSITY OF NEW ORLEANS
Institution Code	6379
State	Louisiana
Number of Program Completers Submitted	75
Number of Program Completers found, matched, and used in passing rate Calculations ¹	75

March 30, 2008

Type of Assessment	Assessment Code Number				Statewide		
		Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Basic Skills							
PPST READING	710	9			328	328	100%
PPST WRITING	720	9			340	340	100%
PPST MATHEMATICS	730	10	10	100%	335	335	100%
COMPUTERIZED PPST READING	5710	52	52	100%	1020	1020	100%
COMPUTERIZED PPST WRITING	5720	52	52	100%	1011	1011	100%
COMPUTERIZED PPST MATHEMATICS	5730	50	50	100%	1020	1020	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	17	17	100%	184	184	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				51	51	100%
PRINCIPLES LEARNING & TEACHING K-6	522	31	31	100%	699	699	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				53	53	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	18	18	100%	488	484	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				37	37	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	49	49	100%	845	841	99%
BIOLOGY AND GENERAL SCIENCE	030				2		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	3			92	91	99%
ENG LANG LIT COMP PEDAGOGY	043	3			92	92	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				10	10	100%
MATHEMATICS	060				1		



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					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Academic Content Areas							
MATHEMATICS: CONTENT KNOWLEDGE	061	5			55	55	100%
MIDDLE SCHOOL MATHEMATICS	069				13	13	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				2		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	6			119	119	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	6			118	118	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				12	12	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	2			107	107	100%
BUSINESS EDUCATION	100				11	11	100%
MUSIC EDUCATION	110				1		
MUSIC CONTENT KNOWLEDGE	113	1			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	1			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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March 30, 2008

<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	Statewide		
				<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	62	62	100%	1361	1361	100%
Aggregate - Professional Knowledge	66	66	100%	1471	1467	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	67	67	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	75	75	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 passrate.