



LOUISIANA BOARD OF REGENTS 2001-2002 INSTITUTIONAL REPORT FOR TEACHER PREPARATION PROGRAMS

DILLARD UNIVERSITY

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

Dillard University is a private, historically black, church related liberal arts institution. Dillard has as its purpose the development of graduates who are broadly educated, culturally aware, concerned with improving the human condition, and able to meet the competitive demands of a global technologically advanced society. To achieve this purpose, the university strives to create and maintain an academic climate that is conducive to the pursuit of scholarship through programs of excellence anchored in the liberal arts.

Student Characteristics of University

During Fall 2001, Dillard University had a total enrollment of 2,137 undergraduate day and evening students. A total of 497 students were males and 1,640 were females. The majority of the students were from Louisiana with a total of 1,098 in-state students, 853 out-of-state students, and 24 foreign students.

Accreditation and Approval of Teacher Preparation Program

Dillard University is accredited by the Southern Association of Colleges and Schools (SACS). All of the university's teacher preparation programs are approved by the Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- Primarily focused on educating students who are critical thinkers and problem solvers, the Division of Education at Dillard University seeks to prepare educators and psychology graduates who have a high level of social responsibility and cultural competence so that they can shape the character of individuals and learning of diverse learners. The Division of Educational and Psychological Studies offers majors in six academic areas. Additionally, the program offers kindergarten endorsements for students who major in elementary education. To this end, the Division of Education strives to prepare students who are adept at aligning principles of learning with culturally relevant pedagogy.
- Dillard University is one of a few universities in the state of Louisiana that requires students to pass all parts of the Praxis before graduating.
- Education majors consistently apply and receive the Private School Fellowship sponsored by the Education Group. The fellowship provides a \$3,500 scholarship to students for a semester-long internship in local private/independent schools. The students carry out daily activities as teaching assistants and have an opportunity to exclusively seek a position in a private/independent school.
- Dillard University and Longue Vue House & Gardens have joined forces to host an education summit that occurred on November 8-9, 2001 in New Orleans. Renown educators from around the United States met to acknowledge the historical hindrances that have plagued our education system in order to break down barriers that adversely affect African American students.

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

- Through the collaboration of the Greater New Orleans Education Foundation, Orleans Parish Public Schools and local universities, the Division of Education is the Professional Development School partner of an elementary and middle school. The partner schools, along with the Division of Education, have agreed to put forth all efforts to increase student performance and achievement via reciprocal impact of partnering. The partnership has involved, but is not limited to, teacher and staff development, parent workshops, one-to-one student tutoring, and student and faculty mentoring.
- At the beginning of each academic year, the Division of Education hosts a lecture and reception at a historic landmark in the city of New Orleans. The invitation list for the art education series includes local public school educators, Dillard University faculty and students, and other university faculty and students. Also, twice per year, distinguished educators who have demonstrated outstanding research and/or practice related to African American children serve as invited lecturers of The Hill and Ruby Williams Great Educator Lecture Series co-hosted by the Division of Education at Dillard University and The Greater New Orleans Education Foundation.
- The Division of Education is a partner in the Orleans Public Schools Urban Teaching Academy. The focus of the academy is to recruit and develop teachers who will be ready to meet the needs of students in urban districts.
- In order to enhance graduates' induction into the profession, Dillard University is among the only, if not the only, teacher education program in the State to require the August Experience. The August Experience is a program that requires prospective graduates to participate in an immersion experience in the opening week of school under the supervision of a master teacher.

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.	36
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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.	15
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.	0
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	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 2000, Fall 2000, and Spring 2001.	2
d. Total number of supervising faculty for the teacher preparation program during 2000-2001.	2
4. Student/faculty ratio for student teaching and internship experiences.	8:1
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.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2000-2001.	15
c. Total number of hours required during academic year 2000-2001 for student teaching.	525



LOUISIANA BOARD OF REGENTS 2001-2002 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

DILLARD UNIVERSITY

In compliance with the Higher Education Act of 1998, Louisiana has created a Teacher Preparation Accountability System 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

Dillard University has been assigned a grade of **A+ (Exemplary)** 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 **Dillard University**.

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	11 out of 11 students	100%	Regular	8 out of 8 students	100%	Regular	19 out of 19 students	100%
Alternate	0 out of 0 students	***	Alternate	0 out of 0 students	***	Alternate	0 out of 0 students	***
Total	11 out of 11 students	100%	Total	8 out of 8 students	100%	Total	19 out of 19 students	100%

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	Dillard University
Institution Code	6164
State	Louisiana
Number of Program Completers Submitted	9
Number of Program Completers found, matched, and used in passing rate Calculations	8

<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	5		
GENERAL KNOWLEDGE	510	6		
PPST READING	710			
CBT READING	711	1		
PPST WRITING	720			
CBT WRITING	721	1		
PPST MATHEMATICS	730			
CBT MATHEMATICS	731	1		
Professional Knowledge				
PROFESSIONAL KNOWLEDGE	520			
PRINCIPLES LEARNING & TEACHING K-6	522	4		
PRINCIPLES LEARNING & TEACHING 7-12	524	2		
Academic Content Areas				
EDUCATION IN THE ELEMENTARY SCHOOL	010	1		
ELEM ED CURR INSTRUC ASSESSMENT	011	5		
ELEM ED CONTENT AREA EXERCISES	012	4		
EARLY CHILDHOOD EDUCATION	020			
BIOLOGY AND GENERAL SCIENCE	030	1		
ENGLISH LANGUAGE AND LITERATURE	040			
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1		
ENG LANG LIT COMP PEDAGOGY	043	1		



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

Institution Name	Dillard University
Institution Code	6164
State	Louisiana
Number of Program Completers Submitted	9
Number of Program Completers found, matched, and used in passing rate Calculations	8

<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			
CHEM PHYSICS AND GENERAL SCIENCE	070			
SOCIAL STUDIES	080			
SOCIAL STUDIES: CONTENT KNOWLEDGE	081			
SOCIAL STUDIES: INTERPRET MATERIALS	083			
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	Dillard University
Institution Code	6164
State	Louisiana
Number of Program Completers Submitted	9
Number of Program Completers found, matched, and used in passing rate Calculations	8

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>
Aggregate - Basic Skills	7		
Aggregate - Professional Knowledge	6		
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	8		
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	8		