

**LOUISIANA BOARD OF REGENTS  
2009-2010 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS  
SOUTHERN UNIVERSITY OF NEW ORLEANS**

*Message from the Commissioner:*

*I would like to congratulate all of our campuses for their hard work to prepare effective new teachers. It is rewarding to find that we have some universities who are preparing new teachers in specific content areas whose students demonstrate as much or more growth in achievement than students taught by experienced teachers as measured by our Value-Added Teacher Preparation Assessment. We anticipate that more universities will have similar findings once they receive the results for their redesigned programs for the first time during summer 2010. Our teacher preparation programs are also to be commended for the outreach that they have provided to students and teachers in schools that surround their universities. These efforts help to strengthen the lives of children both within and outside the school environment.*

*Sally Clausen  
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 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 Global society.

In support of its mission, the University embraces six basic objectives: (1) to afford to 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 evening or on weekends; (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.

**Student Characteristics of University**

During fall 2008, the university had a total enrollment of 2,603 undergraduate and 501 graduate students. A total of 836 students were males and 2,268 were females. The majority of the students were from Louisiana with a total of 2,990 in-state students, 75 out-of-state students, and 39 foreign students. Among students enrolled in the undergraduate program, 2,488 were black, 49 were white, and 66 were other races. Among students enrolled in the graduate program, 455 were black, 38 were white, and 8 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 College of Education 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**

- The Teacher Preparation Program at Southern University at New Orleans continues to rebuild and transform after Hurricanes Katrina and Rita. During October 2008, the College was visited by the NCATE accreditation team and approval of reaffirmation was officially received in spring 2009. During fall 2008, five additional faculty members were hired in the College of Education. Two former faculty members who were furloughed after Katrina were also reinstated. Faculty participated in training on NCATE/State Standards.
- The College remains in temporary facilities and relocation to a permanent building is forthcoming, although a definite date has yet to be announced.
- All secondary programs in education were completely phased out in December 2008.

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

- The College faculty met with external consultants regarding initiation of a Master of Education in Curriculum and Instruction with concentrations in Early Childhood Education and Elementary Education. This program was authorized by the LA Board of Regents as a conversion program from the Master of Arts in Urban Education, which was phased out in December 2008.
- The first two completers of the Early Childhood Program were acknowledged. One was in the Regular Program and the other was an Alternative Certification Completer. Both candidates were recognized for outstanding achievement: the first undergraduate completer was on the cover of a local magazine for her accomplishments in operating an excellent Day Care Program. The Alternative Certification Completer was recognized for his high score on the Praxis II Exam, for which he received a certificate.

**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 2008-2009 including all areas of teaching specialization.	289
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 2008, Fall 2008, and/or Spring 2009.	17

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

3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full-time faculty in professional education.	15
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2008, Fall 2008, and Spring 2009.	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 2008, Fall 2008, and Spring 2009.	0
d. Total number of supervising faculty for the teacher preparation program during 2008-2009.	3
4. Student/faculty ratio for student teaching and internship experiences.	6:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2008-2009.	40
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2008-2009.	15
c. Total number of hours required during academic year 2008-2009 for student teaching.	600



## **LOUISIANA BOARD OF REGENTS 2009-2010 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

### **OVERVIEW**

In compliance with the Higher Education Opportunity 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 was assessed and the *institutional performance* of each university was examined based upon passage rates on the *Praxis* and survey data from new teachers (who rated their teacher preparation programs on the extent to which the programs prepared the new teachers to address the state standards for teachers). The accountability system was created to include additional factors in the future that would examine growth of achievement of students taught by new teachers and perceptions of mentors of new teachers about the programs that prepared the new teachers. The purpose of the accountability system was to clearly demonstrate to the public that all universities and colleges in Louisiana were working diligently to produce quality teachers who worked 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. Institutional data, quantity data, and PRAXIS examination passage rate data have been collected and disseminated to the public in the 2005-06, 2006-07, 2007-08, 2008-09, and 2009-2010 *Institutional Reports for the Preparation of Teachers*. These reports can be found on the Board of Regents web site at: <http://www.regents.state.la.us/Academic/TE/instreports.htm>.

During 2003-2010, a Value-Added Teacher Preparation Assessment Model has been piloted that links growth of achievement of children taught by new teachers to the universities that prepared the new teachers. Initial results were released to the public during October 2007, December 2008, and August 2009. During 2009-10, the value-added model will be integrated into the Teacher Preparation Accountability System, and the revised Teacher Preparation Accountability System will be piloted during 2009-2010.

**QUANTITY OF PROGRAM COMPLETERS AND  
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES  
2008-2009 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

<b>UNIVERSITY</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 2008-2009 Regular Program Completers	7	7	100%
	HEA Title II 2009-2009 Alternate Program Completers	5	5	100%
	Total Number of 2008-2009 Program Completers	12	12	100%



**HEA - Title II  
2008-2009 Academic Year**

<b>Institution Name</b>	SOUTHERN UNIV - NEW ORLEANS
<b>Institution Code</b>	6711
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	12
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	7

April 24, 2010

<i>Type of Assessment</i>	<b>Assessment Code Number</b>	<b>Number Taking Assessment</b>	<b>Number Passing Assessment</b>	<b>Institutional Pass Rate</b>	<b>Statewide</b>		
					<b>Number Taking Assessment</b>	<b>Number Passing Assessment</b>	<b>Statewide Pass Rate</b>
<b>Basic Skills</b>							
PPST READING	710	2			178	178	100%
PPST WRITING	720	2			192	192	100%
PPST MATHEMATICS	730	1			184	184	100%
COMPUTERIZED PPST READING	5710	3			680	680	100%
COMPUTERIZED PPST WRITING	5720	3			670	670	100%
COMPUTERIZED PPST MATHEMATICS	5730	4			673	673	100%
<b>Professional Knowledge</b>							
EARLY CHILDHOOD EDUCATION	020				96	96	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				68	68	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521				118	118	100%
PRINCIPLES LEARNING & TEACHING K-6	522	4			550	550	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	1			55	55	100%
PRINCIPLES LEARNING & TEACHING 7-12	524				426	425	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				43	43	100%
<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	6			769	768	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				97	97	100%
ENG LANG LIT COMP PEDAGOGY	043				97	97	100%



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<b>Basic Skills</b>							
<b>Academic Content Areas</b>							
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				11	11	100%
MATHEMATICS: CONTENT KNOWLEDGE	061				31	30	97%
MIDDLE SCHOOL MATHEMATICS	069	1			25	25	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				81	81	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083				81	81	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				13	13	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091				93	93	100%
BUSINESS EDUCATION	100				11	11	100%
MUSIC CONTENT KNOWLEDGE	113				75	75	100%
FAMILY AND CONSUMER SCIENCES	120				1		
ART CONTENT KNOWLEDGE	133				29	29	100%
FRENCH CONTENT KNOWLEDGE	173				4		
SPANISH CONTENT KNOWLEDGE	191				6		
SPEECH COMMUNICATION	220				4		
BIOLOGY CONTENT KNOWLEDGE	235				20	20	100%
CHEMISTRY CONTENT KNOWLEDGE	245				3		
PHYSICS CONTENT KNOWLEDGE	265				1		
GENERAL SCI CONTENT KNOWLEDGE	435				1		
MIDDLE SCHOOL SCIENCE	439				17	17	100%
AGRICULTURE	700				12	12	100%



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<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>	<b>Statewide</b>		
				<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	5			872	872	100%
Aggregate - Professional Knowledge	5			1313	1312	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	7			1304	1302	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>	7			1273	1270	100%

- <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.