LOUISIANA BOARD OF REGENTS
2008-2009 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
UNIVERSITY OF NEW ORLEANS

Message from the Commissioner:

Louisiana's teacher preparation reform efforts have brought national attention to our state and we commend everyone who has worked toward our success. It is exciting to find that preliminary results from the state's Value-Added Teacher Preparation Assessment Model have indicated that some teacher preparation programs in our state are demonstrating greater gains in student achievement than experienced teachers, another effort of national significance. These collective initiatives are all designed to improve the education of Louisiana's students and will assist us in meeting our goal of awarding 10,000 additional degrees or certificates by 2015. We are grateful to our campuses for their steadfast dedication to this work in these difficult economic times.

Dr. Sally Clausen
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 2007, the university had a total enrollment of 8,653 undergraduate and 2,710 graduate students. A total of 5,194 students were males and 6,169 were females. The majority of the students were from Louisiana with a total of 10,031 in-state students, 703 out-of-state students, and 629 foreign students. Among students enrolled in the undergraduate program, 1,703 were black, 5,170 were white, and 1,780 were other races. Among students enrolled in the graduate program, 419 were black, 1,631 were white, and 660 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 Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- A total of 1,299 students were enrolled in the University of New Orleans College of Education and Human Development (COEHD): 488 were seeking a baccalaureate degree, and of that number, 482 were seeking initial teacher certification, with some candidates opting for dual certification. An additional 367 were seeking certification through a post-baccalaureate alternate route. Of these post-baccalaureate candidates, 31 were seeking add-on certification. There were 301 teacher candidates seeking initial teacher certification through the Alternate Certification Non Degree Program (also referred to as the "Post Bacc" program), and another 35 teacher candidates were enrolled in the alternate certification practitioner program (also called the "Transition to Teaching" or "fast track" program). There were also 185 students seeking a master's degree, and 175 were enrolled in doctoral programs. There were an additional 84 students who were taking classes for professional development or who were provisionally admitted to the college.

- The 2007-08 academic year included the NCATE accreditation visit. According to the accreditation team, the UNO College of Education and Human Development met all six NCATE standards as well as the state standards. The report included one Area of Improvement statement associated with Standard 2: Unit Assessment. The report indicated a need to improve procedures for data collection and analysis, especially as the new graduate programs are implemented. Faculty and staff continue to address these challenges.

- The team was complimentary of faculty, staff, students, and academic programs. In numerous instances, the examiners commented upon the high quality of all of the college's stakeholders. In the spring of 2008, the examiners' recommendations were submitted at the national level, and NCATE's Unit Accreditation Board (UAB) concurred with the assessment, as did the Louisiana NCATE Board. BESE made the renewal official in the summer of 2008.

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

- UNO continues to adjust to residual effects of Hurricane Katrina. Despite the enrollment drop, over 100 candidates achieved initial certification in 07-08.
- In 2007, faculty members began the process of Specialized Professional Association (SPA) reports. The first 12 of these detailed reports were submitted in early 2007. During the 2007-08 academic year, an additional 14 programs were submitted for review. So far, 20 programs have been granted national recognition. Five require "further development," due in large part to the fact that some programs were newly re-designed and had insufficient data.
- Faculty members devoted resources to implementing the many suggestions they received both during the accreditation visit and from SPA reviews. For the most part, improvements were related to "unique" program assessments. All data from these assessments are being gathered into one all-encompassing database.
- The college faculty and staff continued to improve the web-based, SQL server database, called EDA-SYS. During the year, faculty and staff continued to learn the system. Their input has resulted in a number of improvements. Other colleges on the campus have begun to emulate the system implemented by the COEHD.
- The academic programs of the college successfully completed the second "cycle" of assessment: Data were generated, faculty implemented data-driven improvements, and the PK-16 Council offered suggestions as well as ideas for obtaining resources.
- The college continued to secure and manage grants and private contracts for research, program development, and training grants in excess of $10 million. One contract involves a collaborative effort among UNO, Louisiana Tech University, and the LSU Health Sciences Center to develop a distance model using video conferencing technology to offer certification programs in several low incidence disability areas of special education.
- The college continues to operate four charter schools in New Orleans.
- The Board of Regents graciously agreed to assist with funding adjunct/visiting faculty positions in academic areas adversely affected by post-Katrina events.

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 2007-2008 including all areas of teaching specialization.	242

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 200, Fall 2007, and/or Spring 2008.	88
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 2007, Fall 2007, and Spring 2008.	2
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2007, Fall 2007, and Spring 2008.	1
d. Total number of supervising faculty for the teacher preparation program during 2007-2008.	14
4. Student/faculty ratio for student teaching and internship experiences.	5:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2007-2008.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2007-2008.	15
c. Total number of hours required during academic year 2007-2008 for student teaching.	525

LOUISIANA BOARD OF REGENTS
2008-2009 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 implementation 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, and 2008-09 Institutional Reports for the Preparation of Teacher*s. These reports can be found on the Board of Regents web site at: http://www.regents.state.la.us/Academic/TE/instreports.htm.

During 2003-2009, 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 and December 2008. During 2008-09, 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
2007-2008 REGULAR AND ALTERNATE PROGRAM COMPLETERS

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
UNIVERSITY OF NEW ORLEANS	HEA Title II 2007-2008 Regular Program Completers	54	54	100%
	HEA Title II 2007-2008 Alternate Program Completers	69	69	100%
	Total Number of 2007-2008 Program Completers	113	113	100%

HEA - Title II
2007-2008 Academic Year
Regular Program Completers

Institution Name	UNIVERSITY OF NEW ORLEANS
Institution Code	6379
State	Louisiana
Number of Program Completers Submitted	55
Number of Program Completers found, matched, and used in passing rate Calculations[1]	54

March 30, 2009

					Statewide		
Type of Assessment	*Assessment Code Number*	*Number Taking Assessment*	*Number Passing Assessment*	*Institutional Pass Rate*	*Number Taking Assessment*	*Number Passing Assessment*	*Statewide Pass Rate*
Basic Skills							
PPST READING	710	4			274	274	100%
PPST WRITING	720	6			291	291	100%
PPST MATHEMATICS	730	4			275	275	100%
COMPUTERIZED PPST READING	5710	39	39	100%	919	919	100%
COMPUTERIZED PPST WRITING	5720	37	37	100%	900	900	100%
COMPUTERIZED PPST MATHEMATICS	5730	42	42	100%	919	919	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	9			208	208	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	3			62	62	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521	5			14	14	100%
PRINCIPLES LEARNING & TEACHING K-6	522	25	25	100%	594	593	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	1			56	56	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	14	14	100%	438	437	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	3			34	34	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	38	38	100%	796	796	100%
BIOLOGY AND GENERAL SCIENCE	030				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	3			86	86	100%
ENG LANG LIT COMP PEDAGOGY	043	2			86	86	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				17	17	100%

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March 30, 2009

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
Academic Content Areas							
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	4			39	37	95%
MIDDLE SCHOOL MATHEMATICS	069				22	22	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	8			106	106	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	8			106	106	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				10	10	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	1			97	97	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113	1			80	80	100%
FAMILY AND CONSUMER SCIENCES	120				7		
ART CONTENT KNOWLEDGE	133				32	32	100%
FRENCH CONTENT KNOWLEDGE	173				1		
SPANISH CONTENT KNOWLEDGE	191				1		
SPEECH COMMUNICATION	220				6		
BIOLOGY CONTENT KNOWLEDGE	235				14	14	100%
CHEMISTRY CONTENT KNOWLEDGE	245				3		
PHYSICS CONTENT KNOWLEDGE	265				1		
MIDDLE SCHOOL SCIENCE	439				19	19	100%
AGRICULTURE	700				5		

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State	Louisiana
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March 30, 2009

				Statewide		
Type of Assessment[2]	*Number Taking Assessment[3]*	*Number Passing Assessment[4]*	*Institutional Pass Rate*	*Number Taking Assessment[3]*	*Number Passing Assessment[4]*	*Statewide Pass Rate*
Aggregate - Basic Skills	46	46	100%	1205	1205	100%
Aggregate - Professional Knowledge	57	57	100%	1373	1371	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	55	55	100%	1353	1351	100%
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[5]	54	54	100%	1313	1309	100%

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.