



BOARD OF REGENTS

2000-2001 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

SOUTHERN UNIVERSITY AT NEW ORLEANS

Message from the Commissioner:

In compliance with the Higher Education Act of 1998, baseline data are being released on each university in Louisiana with a teacher preparation program as part of a nationwide public accountability effort that began this year. This evaluation of teacher preparation follows earlier and on-going efforts begun in 1999 by Louisiana's Blue Ribbon Commission on Teacher Quality, a systemic reform initiative coordinated by Governor Foster, Board of Regents, and the Board of Elementary and Secondary Education. The information in this report will be used by Regents and BESE as part of a statewide effort to recruit, prepare, and retain more effective teachers throughout the state. To that end, these institutional reports will help colleges and universities, PK-16+ Councils, and PK-16+ Redesign Teams to further improve their programs. Building on this year's data, report cards will be issued on each university annually, beginning next year, to disclose institutional efforts in preparing new teachers.

*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 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 American society. The mission of the university was expanded in 1981 when it was authorized to award the Master of Social Work degree.

The University provides a sound education tailored to special needs of students coming to an open admissions institution and prepares students for full participation in a complex and changing society. The University offers a liberal education directed toward the achievement of higher literacy and a broad intellectual development, which in turn serves as a foundation for training in one of the

Mission of University (Cont'd)

professions. The SUNO ideal is thus a harmony of the general and the special aspects of learning. It aims at both immediate and long-range rewards.

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 or on the weekend; (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 1999-2000, Southern University in New Orleans had a total enrollment of 3,415 undergraduate and 374 graduate students. A total of 1,174 students were males and 2,615 were females. The majority of the students were from Louisiana with a total of 3,557 in-state students, 206 out-of-state students, and 26 foreign students. Among students enrolled in the undergraduate program, 3,172 were black, 53 were white, and 190 were other races. Among students enrolled in the graduate program, 256 were black, 72 were white, and 46 were other races.

Accreditation and Approval of Teacher Preparation Program

Southern University at New Orleans is accredited by the Southern Association of Colleges and Schools (SACS) and is currently a candidate for accreditation 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

- Our College of Education majors are primarily non-traditional African-American students from an urban area. Many are first generation college attendees. In addition, most require Pell grants to matriculate at the University. Because of family demands and time/work constraints, our students take six to eight years to complete their program of studies. Many of them are committed to return to the urban school system as a teacher to serve as a role model and an inspiration for the students. The urban K-12 school district is the seventh largest school district in the nation and reflects all of the social/economic/educational characteristics of large urban settings.
- This HBCU University is fairly new – began in 1959 – and primarily serves students from the public schools in the Greater New Orleans area. We are under a Consent Decree and have as a part of our mission an open admissions policy. Our institution does not have dormitories, and is considered a commuter institution.

Teacher Preparation Program Label

The following labels will be assigned to all teacher preparation programs in Louisiana during April 2002 in conjunction with Louisiana’s new Teacher Preparation Accountability System: Exemplary, Quality, Satisfactory, At-Risk, and Low-Performing. Labels have not been assigned to universities in this institutional report.

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 1999-2000 including all areas of teaching specialization.	183
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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 1999, Fall 1999, and/or Spring 2000.	150
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 1999, Fall 1999, and Spring 2000.	14
b. Number of appointed part-time faculty in professional Education who supervised student teaching/internship experiences during Summer 1999, Fall 1999, and Spring 2000.	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 1999, Fall 1999, and Spring 2000.	20
d. Total number of supervising faculty for the teacher preparation program during 1999-2000.	36
4. Student/faculty ratio for student teaching and internship experiences.	4:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 1999-2000.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 1999-2000.	14
c. Total number of hours required during academic year 1999-2000 for student teaching.	420



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*Single-Assessment Institution Level
Pass-Rate Data: Regular Teacher
Preparation Program*

Institution Name	Southern Univ. - New Orleans
Institution Code	6711
State	Louisiana
Number of Program Completers Submitted	87
Number of program Completers found, matched, and used in passing rate Calculations¹	87

<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>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
COMMUNICATION SKILLS	500	77	75	97%	1928	1918	99%
GENERAL KNOWLEDGE	510	76	73	96%	1916	1899	99%
PPST READING	710	4			18	15	83%
CBT READING	711	6			32	29	91%
PPST WRITING	720	4			20	16	80%
CBT WRITING	721	6			30	26	87%
PPST MATHEMATICS	730	5			22	16	73%
CBT MATHEMATICS	731	6			48	43	90%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520	51	44	86%	1415	1386	98%
PRINCIPLES LEARNING & TEACHING K-6	522	23	9	39%	330	281	85%
PRINCIPLES LEARNING & TEACHING 7-12	524	8			216	183	85%
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010	15	12	80%	694	667	96%
ELEM ED CURR INSTRUC ASSESSMENT	011	37	19	51%	450	373	83%
ELEM ED CONTENT AREA EXERCISES	012	37	28	76%	445	421	95%
EARLY CHILDHOOD EDUCATION	020				77	76	99%
BIOLOGY AND GENERAL SCIENCE	030	2			52	47	90%
ENGLISH LANGUAGE AND LITERATURE	040	2			65	56	86%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	5			66	48	73%

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.



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<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>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Academic Content Areas							
ENG LANG LIT COMP PEDAGOGY	043	4			54	50	93%
MATHEMATICS	060	5			60	49	82%
CHEM PHYSICS AND GENERAL SCIENCE	070				10	6	60%
SOCIAL STUDIES	080	2			58	51	88%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	3			68	53	78%
SOCIAL STUDIES: INTERPRET MATERIALS	083	2			63	51	81%
PHYSICAL EDUCATION	090	2			132	121	92%
BUSINESS EDUCATION	100				32	27	84%
MUSIC EDUCATION	110	1			62	55	89%
FRENCH	170				6		
GERMAN	180				1		
SPANISH	190				3		
Other Content Areas							
HOME ECONOMICS EDUCATION	120				14	14	100%



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**Aggregate and Summary Institution-Level
Pass-Rate Data:
Regular Teacher Preparation Program**

<i>Type of Assessment²</i>	Statewide					
	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	87	82	94%	1992	1957	98%
Aggregate - Professional Knowledge	82	56	68%	1961	1850	94%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	74	30	41%	1832	1627	89%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				14	14	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	87	33	38%	2057	1795	87%

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 pass rate.