



LOUISIANA BOARD OF REGENTS 2006-2007 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS UNIVERSITY OF NEW ORLEANS

Message from the Commissioner:

The annual Board of Regents Institutional Report for the Preparation of Teachers, begun in 2002, is a fundamental component of Louisiana's nationally-recognized effort to enhance the quality of its public and private teacher education programs. Given the universally acknowledged impact of educational attainment on economic development, this report takes on even greater significance as Louisiana continues its recovery from the storms of 2005. Teacher preparation programs across Louisiana have continued to exhibit extraordinary efforts as they have addressed the emotional and academic needs of their teacher candidates. I am confident that this effort is helping to move Louisiana closer to our goal of providing a caring, competent teacher for every student in every classroom every year.

*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 2005, the university had a total enrollment of 4651 undergraduate and 2033 graduate students. A total of 2519 students were males and 4165 were females. The majority of the students were from Louisiana, with a total of 5801 in-state students and 883 out-of-state students. Of the out-of-state students, 464 were foreign students. Among students enrolled in the undergraduate program, 1023 were black,

Student Characteristics of University (Cont'd.)

2741 were white, and 887 were representative of other races. Among students enrolled in the graduate program, 373 were black, 1110 were white, and 550 were representative of other races. *Note: At the beginning of the Fall 2005 semester, the university enrollment was approximately 17,400. Classes were partially re-instated following the hurricane.*

Note: Traditionally, enrollment data is based upon the 14th day numbers of the Fall semester. Because of Hurricane Katrina, we are using the Spring enrollment. After making that adjustment, the number is still approximately 30% lower.

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 1440 students were enrolled* in the College of Education and Human Development: 585 are seeking a baccalaureate degree, and of that number, 477 are seeking teacher certification. An additional 539 are seeking certification through a post-baccalaureate alternate route. Of the post-baccalaureate students, 56 are seeking add-on certification areas. There are also 130 students seeking a master's degree, and 186 are enrolled in doctoral programs.
- By expanding the number of its charter schools, the college continued to play a vital role in re-building the K-12 education system in the city. The college now operates four charter schools in New Orleans.
- Despite the enrollment drop from 17,400 in August, 2005 to 11,446 in spring of 2006, there were still more than 100 candidates who achieved certification by June of 2006.

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

- The college worked with University-level administrators to implement distance education during the months when students were unable to return to New Orleans. More effective means of distance education continued to grow throughout the year.
- During the previous year, a new assessment related to teacher dispositions was developed, and it was fully implemented this year.
- The college continued to improve its web-based, SQL server database. The expansion enhanced the assessment function, and the first phase of an advising component was implemented.
- A program assessment template was designed so that faculty could analyze aggregate data.
- The computer classrooms on the third floor of the Education Building are complete and in use. Efforts now focus on developing a learning resource center.
- The college began the process of making resources more readily available for faculty, and a more effective means of an inventory of resources was put into place.
- The College continued to obtain grants and private contracts for research, program development, and training grants.
- Though financial exigency required the college to reduce the number of faculty and program offerings, improvements in the scheduling process provided candidates with sufficient opportunities to achieve their curriculum needs.
- The college began working with the Recovery School District to address the changing needs of the population.

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 2004-2005 including all areas of teaching specialization.	262
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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 2005, Fall 2005, and/or Spring 2006.	118
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education.	8
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2004, Fall 2004, and Spring 2005.	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 2005, Fall 2005, and Spring 2006.	2
d. Total number of supervising faculty for the teacher preparation program during 2005-2006.	10
4. Student/faculty ratio for student teaching and internship experiences.	12:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2004-2005.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2004-2005.	15
c. Total number of hours required during academic year 2004-2005 for student teaching.	525



LOUISIANA BOARD OF REGENTS 2006-2007 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 during 2006-07. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06 Institutional Reports for the Preparation of Teachers* and *2006-07 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/2006>. 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
2005-2006 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITIES	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
UNIVERSITY OF NEW ORLEANS	HEA Title II 2005-2006 Regular Program Completers	75	75	100%
	HEA Title II 2005-2006 Alternate Program Completers	32	32	100%
	Total Number of 2005-2006 Program Completers	107	107	100%

**HEA TITLE II 2005-2006 ACADEMIC YEAR PASSAGE RATES REPORTS FOR
REGULAR PROGRAM COMPLETERS
ARE LOCATED ON THE FOLLOWING PAGES.**

**HEA TITLE II 2005-2006 ACADEMIC YEAR PASSAGE RATES REPORTS FOR
ALTERNATE PROGRAM COMPLETERS
ARE NOT YET AVAILABLE FROM THE EDUCATIONAL TESTING SERVICE
FOR DISSEMINATION TO THE PUBLIC.**



**HEA - Title II
2005-2006 Academic Year
Regular Program Completers
Passage Rate Scores**

Institution Name	UNIVERSITY OF NEW ORLEANS
Institution Code	6379
State	Louisiana
Number of Program Completers Submitted	76
Number of Program Completers found, matched, and used in passing rate Calculations¹	76

March 30, 2007

					Statewide		
<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>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
PPST READING	710	9			310	310	100%
CBT READING	711	1			14	14	100%
PPST WRITING	720	9			310	310	100%
CBT WRITING	721	1			18	18	100%
PPST MATHEMATICS	730	8			304	304	100%
CBT MATHEMATICS	731	1			16	16	100%
COMPUTERIZED PPST READING	5710	63	63	100%	1063	1063	100%
COMPUTERIZED PPST WRITING	5720	63	63	100%	1064	1064	100%
COMPUTERIZED PPST MATHEMATICS	5730	64	64	100%	1075	1075	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	7			99	99	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				52	52	100%
PRINCIPLES LEARNING & TEACHING K-6	522	46	46	100%	835	833	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				17	17	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	24	24	100%	494	492	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				50	50	100%



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Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	49	49	100%	912	909	100%
BIOLOGY AND GENERAL SCIENCE	030				10	10	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	7			100	98	98%
ENG LANG LIT COMP PEDAGOGY	043	7			100	100	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				4		
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	4			60	59	98%
MIDDLE SCHOOL MATHEMATICS	069				4		
CHEM PHYSICS AND GENERAL SCIENCE	070				9		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	9			113	113	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	9			112	112	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				1		
PHYSICAL EDUCATION	090				3		
PHYSICAL ED: CONTENT KNOWLEDGE	091	1			105	105	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113	1			62	62	100%
FAMILY AND CONSUMER SCIENCES	120				5		
ART CONTENT KNOWLEDGE	133				17	17	100%



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Academic Content Areas (Cont'd.)							
FRENCH CONTENT KNOWLEDGE	173	1			5		
SPANISH CONTENT KNOWLEDGE	191				2		
SPEECH COMMUNICATION	220				4		
BIOLOGY CONTENT KNOWLEDGE	235				7		
MIDDLE SCHOOL SCIENCE	439				2		
AGRICULTURE	700				7		



**HEA - Title II
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Passage Rate Report**

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March 30, 2007

				Statewide		
<i>Type of Assessment²</i>	<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	73	73	100%	1405	1405	100%
Aggregate - Professional Knowledge	77	77	100%	1495	1491	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	72	72	100%	1440	1434	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 Rates⁵	75	75	100%	1474	1464	99%

- 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.