



# LOUISIANA BOARD OF REGENTS 2000-2001 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

## LOYOLA UNIVERSITY OF 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 Loyola University is to provide a rigorous education grounded in values for an academically able student body selected from diverse geographic, ethnic, and economic backgrounds.

### **Student Characteristics of University**

During 1999-2000, Loyola University had a total enrollment of 3,551 undergraduate and 1,203 graduate students. A total of 1,761 students were males and 2,993 were females. The majority of the students were from Louisiana with a total of 2,389 in-state students, 2,213 out-of-state students, and 152 foreign students. Among students enrolled in the undergraduate program, 426 were black, 2,251 were white, and 874 were other races. Among students enrolled in the graduate program, 67 were black, 952 were white, and 184 were other races.

### **Accreditation and Approval of Teacher Preparation Program**

All of the university's teacher preparation programs at Loyola University are approved by the Louisiana Department of Education.

### **Notable Features and Accomplishments of Teacher Preparation Program**

- Dr. Margaret Dermody, Department of Education and Counseling, was awarded a co-sponsored U. S. Department of Education grant (NOCTIITE; \$1.1 million) to integrate technology into the curriculum at the university and school levels.
- Graduate Debbie Villa was awarded the Wal-Mart Teacher of the Year award for the New Orleans area.
- A new course (Computers in Education) was created to give pre-service teachers hands-on instruction in integrating technology into the elementary and secondary curriculum. The course is supported by the department's own 20-station computer laboratory.
- Most education faculty have completed both the INTECH technology institutes and the NOCTIITE technology training.
- Dr. Jan Melancon was awarded the HOPE Outstanding Teaching Award.
- Dr. Mary Ann Doyle (Education faculty) and Gwen Hotchkiss (Music Education faculty) co-presented with several undergraduate students at the National Curriculum and Pedagogy Conference.
- The Department of Education and Counseling and the College of Music collaborated on the Bancker School Music Institutes, a service project for the Foundations of Multicultural Education course.

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

- The Department of Education and Counseling's faculty combined for the following impressive body of research:
  - o 2 books.
  - o 5 refereed publications.
  - o 11 national presentations.
  - o 2 regional presentations.
  - o 5 state presentations.
  - o Several national, state and local grants totaling approximately \$1,135,000.

**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.	130
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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.	33
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.	9
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 1999, Fall 1999, and Spring 2000.	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 1999, Fall 1999, and Spring 2000.	1
d. Total number of supervising faculty for the teacher preparation program during 1999-2000.	10
4. Student/faculty ratio for student teaching and internship experiences.	3:1
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.	15
c. Total number of hours required during academic year 1999-2000 for student teaching.	450



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

<b>Institution Name</b>	Loyola University Louisiana
<b>Institution Code</b>	6374
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	23
<b>Number of program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	23

<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>	<b>Statewide</b>		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Basic Skills</b>							
COMMUNICATION SKILLS	500	21	21	100%	1928	1918	99%
GENERAL KNOWLEDGE	510	21	21	100%	1916	1899	99%
PPST READING	710	1			18	15	83%
CBT READING	711	1			32	29	91%
PPST WRITING	720	1			20	16	80%
CBT WRITING	721	1			30	26	87%
PPST MATHEMATICS	730	1			22	16	73%
CBT MATHEMATICS	731	1			48	43	90%
<b>Professional Knowledge</b>							
PROFESSIONAL KNOWLEDGE	520	20		100%	1415	1386	98%
PRINCIPLES LEARNING & TEACHING K-6	522	1			330	281	85%
PRINCIPLES LEARNING & TEACHING 7-12	524	2			216	183	85%
<b>Academic Content Areas</b>							
EDUCATION IN THE ELEMENTARY SCHOOL	010	11		100%	694	667	96%
ELEM ED CURR INSTRUC ASSESSMENT	011	2			450	373	83%
ELEM ED CONTENT AREA EXERCISES	012	2			445	421	95%
EARLY CHILDHOOD EDUCATION	020				77	76	99%
BIOLOGY AND GENERAL SCIENCE	030				52	47	90%
ENGLISH LANGUAGE AND LITERATURE	040	1			65	56	86%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			66	48	73%

<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.



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					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Academic Content Areas</b>							
ENG LANG LIT COMP PEDAGOGY	043	1			54	50	93%
MATHEMATICS	060				60	49	82%
CHEM PHYSICS AND GENERAL SCIENCE	070				10	6	60%
SOCIAL STUDIES	080				58	51	88%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	1			68	53	78%
SOCIAL STUDIES: INTERPRET MATERIALS	083	1			63	51	81%
PHYSICAL EDUCATION	090				132	121	92%
BUSINESS EDUCATION	100				32	27	84%
MUSIC EDUCATION	110	7			62	55	89%
FRENCH	170				6		
GERMAN	180				1		
SPANISH	190				3		
<b>Other Content Areas</b>							
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 Assessment<sup>2</sup></i>	Statewide					
	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	23	23	100%	1992	1957	98%
Aggregate - Professional Knowledge	23	23	100%	1961	1850	94%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	23	23	100%	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						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	23	23	100%	2057	1795	87%

<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 pass rate.