



# LOUISIANA BOARD OF REGENTS

## 2003-2004 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

### LOYOLA UNIVERSITY NEW ORLEANS

#### *Message from the Commissioner:*

*The following institutional report represents a critical component of the education community's effort to improve our state's teacher education programs at both public and private universities. This annual report is intended to keep Louisiana's citizens informed about the quality of our teacher preparation. In 2002, the first factor used in our accountability program was released – student passage rates on the teacher certification examination (PRAXIS). Last year, the formula was expanded to make the scores an even more meaningful catalyst for continued reform. As was the case last year, the scores have been calculated using a weighted formula that takes into account each institution's regular and alternate certification completer rate (with extra points for completers who meet definitions for identified shortage areas), the PRAXIS examination passage rate, and the score on a survey measuring completer satisfaction. Teacher preparation accountability is just one of the many benefits Louisiana is reaping from partnerships that have been created between universities and school districts to recruit, prepare, and retain teachers. Our goal is to provide every child in Louisiana caring and qualified teachers in every class every year – to ensure that truly no child is left behind.*

***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 Fall 2002, the university had a total enrollment of 3,833 undergraduate and 2,070 graduate students. A total of 2,172 students were males and 3,731 were females. The majority of the students were from Louisiana with a total of 2,845 in-state students, 2,065 out-of-state students, and 313 foreign students (with 680 unspecified). Among students enrolled in the undergraduate program, 397 were black, 2,486 were white, and 950 were other races. Among students enrolled in the graduate program, 161 were black, 1,573 were white, and 336 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). All of the university's teacher preparation programs are approved by the Board of Regents and the Board of Elementary and Secondary 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 million) to integrate technology into the curriculum at the university and school levels. The grant is in its fourth year.
- Most education faculty has completed both QUEST technology institute and the NOCTIITE technology training.
- Two new courses, (Computers in Education, and Technology and Instruction) were created to give pre-service teachers hands-on instruction in integrating technology into the elementary and secondary curriculum.
- The Department of Education and Counseling and the College of Music collaborated on the Baneker School Music Institutes, a service project for the foundations of Multicultural Education course.
- Loyola University is preparing for an NCATE visit in Fall 2004.
- The Education Department, in concert with the offices of the President and Provost, adopted Benjamin Baneker as a professional development school for teacher preparation. Anticipating a long-term collaboration between Loyola and Baneker, the chairpersons of the Department of Biological Sciences and Education and Counseling established a partnership for preparing teachers in science education. Sr. Marie Noel and Dr. Mary Ann Doyle wrote a grant proposal through CITAL to fund a technology-rich science lab and curriculum for the PDS collaboration. The proposal was funded and has been implemented for the first of many years. Loyola

Elementary Education pre-service teachers were taught science methods at the PDS site, beginning Spring 2002. Dr. Mary Ann Doyle assumed

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

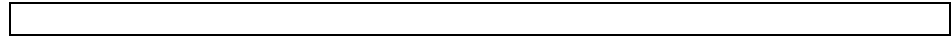
responsibility for full implementation of teaching the Elementary Science Methods course, Spring 2003 on-site at Benjamin Banneker School, Loyola's PDS. The science lab has been made fully operational.

- Dr. Mary Ann Doyle received a \$2,000 Faculty Course Development Grant for habitat critters and lab specimen for the science lab and centers at the PDS that are used by Loyola education students.
- Dr. Al Alcazar and Dr. Mary Ann Doyle developed and taught an experimental course at the Graduate level entitled Cultural Studies and Education, Spring 2002.
- Dr. Margaret Dermody and Dr. Al Alcazar received a \$264,841 LEQSF grant in a small college consortium involving Loyola, Dillard, Our Lady of Holy Cross College, and Tulane University. The grant is entitled, "Development, Assessment, and Reflection of Standards-Based Instructional Methods in Urban Field Sites Using Multimedia".
- Dr. Jane Chauvin received a Supplemental Grant for \$31,500.00 from LaCept/MESA funds for faculty development, purchase of software and a workshop for teachers.
- The Unit's education faculty, in collaboration with students, alumni, and faculty from another unit on campus, engaged in a rigorous professional development program during Fall 2003, as part of the transformation of the Unit's Conceptual Framework for teacher preparation. The program culminated in a full day retreat on December 8<sup>th</sup>, with the Chair of the department and the director of the Jesuit Center also in attendance. The work to implement the revised conceptual framework throughout the Unit's programs continues.

**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 2002-2003 including all areas of teaching specialization.	129
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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 2002, Fall 2002, and/or Spring 2003.	31
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education .	2
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2002, Fall 2002, and Spring 2003.	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 2002, Fall 2002, and Spring 2003.	0
d. Total number of supervising faculty for the teacher preparation program during 2002-2003.	2
4. Student/faculty ratio for student teaching and internship experiences.	9:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2002-2003.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2002-2003.	15
c. Total number of hours required during academic year 2002-2003 for student teaching.	450



**LOUISIANA BOARD OF REGENTS  
2003-2004 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

**LOYOLA UNIVERSITY NEW ORLEANS**

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 the second phase (which began in 2002), 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' examination (PRAXIS) and ratings by teachers of their satisfaction with their teacher preparation programs) are being assessed. In the future, additional factors will be assessed to examine such areas as: ratings of programs by first year teachers' mentors; retention of teachers after three years of teaching; and university-district partnerships. The purpose of this accountability system is to clearly demonstrate to the public that all universities and colleges in the State are working diligently to produce quality teachers who work effectively with PK-12 students.

**I. INSTITUTIONAL PERFORMANCE INDEX**

**A. Grade Performance of 2002-2003 Regular and Alternate Certification Program Completers on Certification Index  
(Percentage of students who passed the PRAXIS examination)**

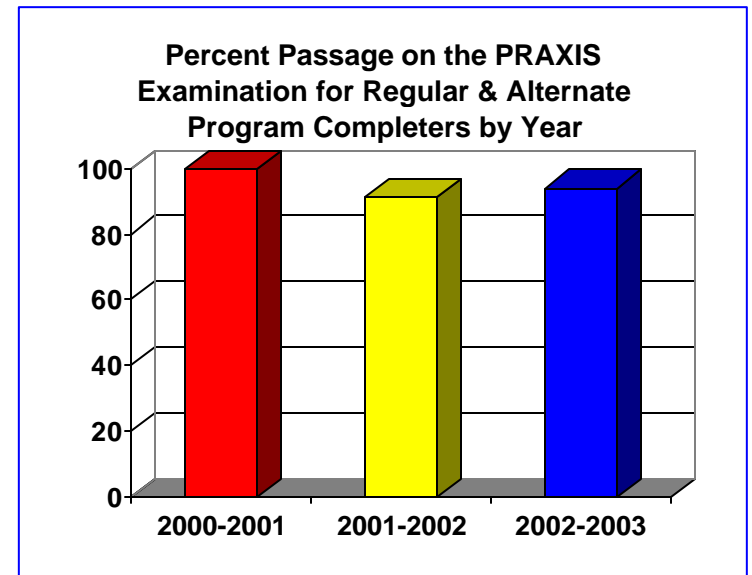
*Grade: A*  
*PRAXIS Passage Rate: 94.1%*  
*Scaled Score: 111*

This is a difference of 2.9% when compared to the 91.2% passage rate of 2001-2002 regular and alternate certification program completers on the PRAXIS examinations.

The following scale was used to determine passage rate grades:

A+	=	98%-100% Passage Rate
A	=	92%-97% Passage Rate
B	=	86%-91% Passage Rate
C	=	80%-85% Passage Rate
below C	=	below 80% Passage Rate

See Appendix A for a breakdown of scores.



## Loyola University (Continued)

### I. INSTITUTIONAL PERFORMANCE INDEX (continued)

#### B. Grade for Ratings of 2002-2003 Program Completers on Graduate Satisfaction Survey

**Grade: B**

**Mean Score of Survey Respondents: 115.9 over 2 year(s)**

**Total Number of Survey Respondents: 11**

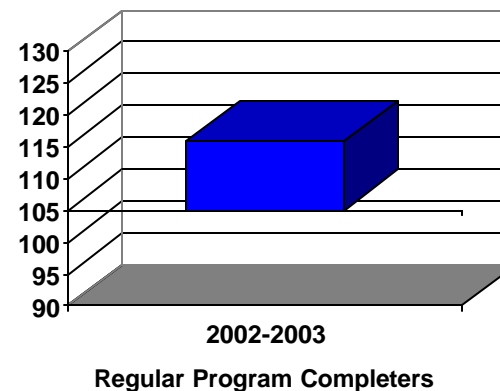
**Respondents' Scaled Score: 99**

The following scale was used to determine grades for mean responses on surveys:

A+	=	128 & above
A	=	117.0 – 127.9
B	=	107.0 – 116.9
C	=	93.0 – 106.9
below C	=	below 93.0

See Appendix B for a breakdown of scores. Scaled scores are not assigned for institutions with fewer than 10 survey respondents over 2 years.

**New Teachers' Mean Scores on Satisfaction Surveys**



### II. QUANTITY INDEX

#### Grade for Quantity Score

**Grade: A+**

**Quantity Score: 39.5**

**Baseline Score: 22**

**Percentage of Difference: 79.5%**

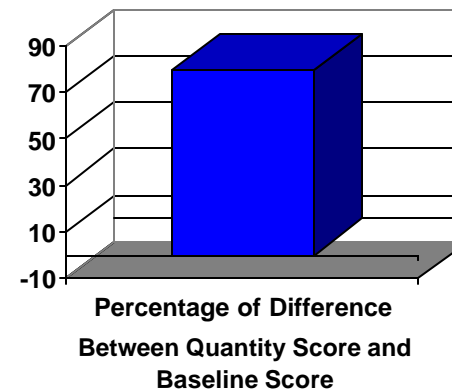
**Scaled Score: 140**

The following scale was used to determine quantity grades based upon percentage of difference between the 2002-2003 Quantity Score and Baseline Score:

A+	=	+15% and above
A	=	+5% to +14% difference
B	=	-3% to +4% difference
C	=	-4% to -15% difference
below C	=	-16% and greater difference

See Appendix C for a breakdown of scores.

**Quantity of 2002-2003 Regular & Alternate Program Completers**



Loyola University (Continued)

III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

<b>A. Teacher Preparation Performance Score</b>	=	$(\text{Institutional Performance Index} + \text{Quantity Index}) \div 2$
	=	$\{([\text{Certification Scaled Score} \times .875] + [\text{Graduate Satisfaction Scaled Score} \times .125]) + \text{Quantity Scaled Score}\} \div 2$
	=	$\{([111 \times .875] + [99 \times .125]) + 140\} \div 2$
	=	$(109.5 + 140) \div 2$
	=	$249.5 \div 2$
	=	124.8

*Note: The Graduate Satisfaction Survey has been given a weight of .125 instead of .25 due to the fact that only the regular program completers' data were used. Future accountability cycles will use surveys administered to both regular and alternate program completers.*

*Note: The Institutional Performance Index is computed using only PRAXIS passage rate data for institutions with fewer than 10 survey respondents over 2 years.*

<b>B. Teacher Preparation Performance Label</b>	=	<b>High Performing</b>
The following scale was used to assign the label:		
Exemplary Teacher Preparation Program	=	Teacher Preparation Performance Score of 125.0 and above
High Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 100.0 – 124.9
Satisfactory Teacher Preparation Program	=	Teacher Preparation Performance Score of 80.0 – 99.9
At-Risk Teacher Preparation Program	=	Teacher Preparation Performance Score of 50.0 – 79.9
Low Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 0 – 49.9

**APPENDIX A**

**LOYOLA UNIVERSITY NEW ORLEANS**

**PRAXIS EXAMINATION  
PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS  
2002-2003 PROGRAM COMPLETERS**

	<b>NUMBER PASSED</b>	<b>TOTAL NUMBER</b>	<b>PERCENTAGE PASSED</b>
2002-2003 Regular Program Completers	29	31	<b>93.6%</b>
2002-2003 Alternate Program Completers	3	3	<b>100%</b>
Total	32	34	<b>94.1%</b>



**HEA - Title II  
2002-2003 Academic Year  
Regular Program  
Completers  
Passage Rate Report**

<b>Institution Name</b>	LOYOLA UNIVERSITY NEW ORLEANS
<b>Institution Code</b>	6374
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	31
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	31

<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				122	122	100%
GENERAL KNOWLEDGE	510				119	119	100%
PPST READING	710	3			209	209	100%
CBT READING	711	19	19	100%	1030	1030	100%
PPST WRITING	720	3			223	223	100%
CBT WRITING	721	19	19	100%	1006	1006	100%
PPST MATHEMATICS	730	3			209	209	100%
CBT MATHEMATICS	731	19	19	100%	1015	1015	100%
COMPUTERIZED PPST READING	5710	8			84	84	100%
COMPUTERIZED PPST WRITING	5720	8			94	94	100%
COMPUTERIZED PPST MATHEMATICS	5730	8			99	99	100%
<b>Professional Knowledge</b>							
PROFESSIONAL KNOWLEDGE	520	1			12	12	100%
PRINCIPLES LEARNING & TEACHING K-6	522	16	16	100%	1198	1195	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				1		
PRINCIPLES LEARNING & TEACHING 7-12	524	14	12	86%	544	532	98%





**HEA - Title II  
2002-2003 Academic Year  
Regular Program  
Completers  
Passage Rate Report**

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<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	31

<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>Academic Content Areas</b>							
ELEM ED CURR INSTRUC ASSESSMENT	011	11	11	100%	861	860	100%
ELEM ED CONTENT AREA EXERCISES	012	11	11	100%	861	861	100%
ELEMENTARY ED CONTENT KNOWLEDGE	014	6			177	176	100%
EARLY CHILDHOOD EDUCATION	020				96	96	100%
BIOLOGY AND GENERAL SCIENCE	030	1			37	36	97%
ENGLISH LANGUAGE AND LITERATURE	040				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				76	74	97%
ENG LANG LIT COMP PEDAGOGY	043				76	76	100%
MATHEMATICS	060	1			55	52	95%
CHEM PHYSICS AND GENERAL SCIENCE	070				6		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				109	106	97%
SOCIAL STUDIES: INTERPRET MATERIALS	083				109	108	99%
PHYSICAL EDUCATION	090				133	133	100%
BUSINESS EDUCATION	100				15	15	100%
MUSIC EDUCATION	110	12	11	92%	87	84	97%
FAMILY AND CONSUMER SCIENCES	120				5		
FRENCH	170				4		





**HEA - Title II  
2002-2003 Academic Year  
Regular Program  
Completers  
Passage Rate Report**

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<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	31

<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	30	30	100%	1456	1456	100%
Aggregate - Professional Knowledge	31	29	94%	1755	1740	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	31	30	97%	1562	1549	99%
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>	31	29	94%	1780	1752	98%
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<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.

***HEA - Title II  
2002-2003 Academic Year  
Alternate Certification Program Completers  
Passage Rate Reports have not yet  
been provided to states by  
the Educational Testing Service.***

## APPENDIX B

### LOYOLA UNIVERSITY NEW ORLEANS

#### TEACHER PREPARATION PROGRAM ACCOUNTABILITY SURVEY 2002-2003 Data

total number of cases = 11

**Mean Total Survey Score (adjusted) = 115.9\***

#### Item Scores by Question

	mean by item	number of responses			
		strongly disagree	disagree	agree	strongly agree
Planning					
1. Specify learning objectives in terms of clear, concise student outcomes.	3.36	0	1	5	5
2. Plan a series of activities that help my students achieve those objectives.	3.36	1	0	4	6
3. Successfully identify individual student differences in the context of a whole class.	3.18	0	2	5	4
4. Implement accommodations for individual student differences.	3.09	0	2	6	3
Instruction					
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.55	0	1	3	7
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.55	0	0	5	6
7. Integrate a variety of materials to achieve lesson objectives.	3.73	0	0	3	8
8. Change or adjust a lesson to respond to my students' outcomes.	3.45	0	0	6	5
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.09	0	2	6	3

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\* As written, the survey contains 35 items. Technical difficulties with administration caused items 14 and 35 not to be administered in 2002-2003; data for those items represent responses from the 2001-2002 survey only. The final score represents an adjustment to the 33-item mean to represent its equivalent out of 35 items for the 2002-2003 survey year. This was necessary in order to convert the survey scores to scaled scores and to merge scores for the two years of data reported for the accountability system.

10. Implement teacher-directed or student-centered activities that result in student learning.	3.27	1	1	3	6
11. Successfully plan for individual student differences in the context of a whole class.	3.09	0	2	6	3
12. Open, develop, and close a lesson effectively.	3.45	0	1	4	6
13. Integrate technology into my lessons.	3.45	0	2	2	7
14. Successfully present content at a developmentally appropriate level.	3.29	0	1	3	3
15. Effectively use appropriate formal and informal assessment techniques.	3.27	1	1	3	6
16. Provide timely feedback to my students.	3.27	1	1	3	6
17. Produce evidence of student academic growth.	3.09	1	2	3	5
18. Employ effective teaching practices as modeled by faculty.	3.45	0	1	4	6
Instruction					
19. Relate examples, real-life situations, or current events to the content being taught.	3.64	0	0	4	7
20. Teach in one or more subject areas.	3.55	0	2	1	8
21. Communicate effectively with students.	3.55	0	0	5	6
22. Encourage participation from all students.	3.55	0	1	3	7
23. Monitor the ongoing performance of students.	3.36	0	2	3	6
Management					
24. Facilitate learning by organizing available space, materials, and equipment.	3.27	0	1	6	4
25. Maintain a positive learning environment.	3.36	1	0	4	6
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.27	0	2	4	5
27. Manage and adjust my time to ensure that learning objectives are met.	3.18	0	2	5	4
28. Clearly communicate my expectations for appropriate behavior to my students.	3.27	0	1	6	4
29. Monitor and respond to appropriate student behavior in an effective way.	3	1	2	4	4
30. Monitor and respond to inappropriate student behavior in an effective way.	3.18	0	2	5	4

School Improvement					
31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	2.73	2	3	2	4
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.09	1	2	3	5
33. Collaboratively and effectively work with colleagues.	3.27	1	1	3	6
34. Understand the importance of and plan for professional development.	3.18	1	0	6	4
Overall		poor			Excellent
Overall, how would you rate the effectiveness of your teacher preparation program in preparing you to improve student learning?	3.57	0	0	3	4



## APPENDIX C

### LOYOLA UNIVERSITY NEW ORLEANS

#### 2003-2004 CALCULATION OF QUANTITY INDEX

#### BASELINE SCORE

A Baseline Score has been established for each individual teacher preparation program in Louisiana. The Baseline Score is the total number of regular and alternate program completers that completed teacher preparation programs between the dates of July 1, 2000 – June 30, 2001.

#### QUANTITY SCORE

##### A. 2002-2003 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2002 – June 30, 2003.

##### B. BONUS POINTS

In addition, one-half a point is assigned to every 2002-2003 regular and alternate program completer that met the criteria for each of the following teacher shortage areas.

Teacher Shortage Areas		# Regular Program Completers	# Alternate Program Completers
MINORITIES		8	
MATHEMATICS		1	1
SCIENCE	General		
	Biology	1	
	Chemistry		
	Physics		
	Earth		
	Environmental		
MIDDLE SCHOOL			
SPECIAL EDUCATION			
MALE	Early Childhood		
	Elementary		
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)			
<b>TOTAL</b>		<b>10</b>	<b>1</b>