



# LOUISIANA BOARD OF REGENTS

## 2001-2002 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

### XAVIER UNIVERSITY OF LOUISIANA

#### *Message from the Commissioner:*

*We are pleased to offer the following reports on teacher education programs in Louisiana's colleges and universities. This information is important to our continuing efforts to keep the public informed about the quality of our teacher preparation programs. Last year (2000-2001) was a baseline year for the reporting of data. This year, the first factor used in our comprehensive accountability program is being released – student passage rates on the teacher certification examination (PRAXIS). Additional factors will be assessed in the coming years in an effort to develop an overall assessment of teacher preparation programs that is meaningful and serves as a catalyst for continued reform. As a result of authentic partnerships now being created between universities and districts to recruit, prepare, and retain teachers, we are building upon our united goal of providing every child in Louisiana caring and qualified teachers in every class every year. We commend our universities and districts for their ongoing commitment to improve education in Louisiana.*

***E. Joseph Savoie***  
***Commissioner of Higher Education***

#### **Mission of University**

Xavier University of Louisiana is Catholic and historically Black. The ultimate purpose of the University is the promotion of a more just and humane society. To this end, Xavier prepares its students to assume roles of leadership and service in society. This preparation takes place in a pluralistic teaching and learning environment that incorporates all relevant educational means, including research and community service.

#### **Student Characteristics of University**

During 2000-2001, Xavier University had a total enrollment of 2,926 undergraduate, 280 graduate, 481 pharmacy, and 110 other students for a total of 3,797 students. A total of 1,055 students were males and 2,742 were females. The majority of the students were from Louisiana with a total of 1,819 in-state students, 1,880 out-of-state students, 90 foreign students and 8 students from the Virgin Islands. Among

#### **Student Characteristics of University (Cont'd)**

students enrolled in the undergraduate program, 2,903 were black, 15 were white, and 116 were other races. Among students enrolled in the graduate program, 179 were black, 98 were white, and 3 were other races.

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

Xavier University is accredited by the Southern Association of Colleges and Schools (SACS) and by the National Council for the Accreditation of Teacher Education (NCATE). All of the university's teacher preparation programs are approved by the Louisiana Department of Education.

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

- Xavier University of Louisiana works to maintain a status of excellence in teacher preparation through its continuous and systematic evaluation of its overall program to ensure its alignment with contemporary state and national standards.
- Xavier University is the only private institution in Louisiana whose teacher education program is both state and nationally (NCATE) accredited. Additionally, Xavier's teacher education program was a 2000-2001 semi-finalist for the National Awards Program for Effective Teacher Preparation.
- The teacher education unit has a broad and diverse base of special programs, primarily underwritten by state and federal grants, that are designed to address national critical needs in education. Many of these programs are coordinated through the unit's Center of Excellence in Middle School Education (CEMSE).
- Teaching SMART (Science, Mathematics, and Relevant Technology), funded by the National Science Foundation, provides an equity-based, comprehensive teacher professional development program designed to produce systemic change in the classroom. The goal is to increase the performance of all students, particularly girls and minority youth, in science education by providing instruction and hands-on training for 3rd-5th grade teachers.

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

- TEACH-IT, Teacher Education Academic Consortium Headquarters-Instructional Technology, a Preparing Tomorrow's Teachers for Technology grant funded by the U. S. Department of Education, is the development of a professional education consortium for the purpose of enhancing the pre-service and in-service teachers' knowledge and skills of technology and its utilization in the classroom. The project created a partnership with Orleans Parish School District, The Louisiana Department of Education Region One Center, NCATE, NASA, and other HBCUs.
- PROJECT TALK, funded by the Federal Office of Special Education Programs, is designed to increase the number of highly trained special education teachers for underrepresented populations who are aware and responsive to speech and language disorders and are committed to working with children with special needs in urban settings.
- MASTAP-TCEP is funded by NASA and provides nearly \$1 million in scholarships and stipends for undergraduate and graduate students to enroll in courses to enhance their skills in science, mathematics, and technology education. Laptop computers are available for education majors to use to integrate technology into their lesson plans.
- The PATHWAYS TO TEACHING CAREERS program, funded by De-Witt-Wallace/Reader's Digest, provides tuition support to recruit, train and provide mentoring for college graduates, especially minorities, to complete teacher certification programs. It is designed to increase the number of certified teachers in urban schools, particularly in the areas of mathematics and science.

**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 2000-2001 including all areas of teaching specialization.	30
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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 2000, Fall 2000, and/or Spring 2001.	31
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 2000, Fall 2000, and Spring 2001.	3
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	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 2000, Fall 2000, and Spring 2001.	3
d. Total number of supervising faculty for the teacher preparation program during 2000-2001.	6
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 2000-2001.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2000-2001.	14
c. Total number of hours required during academic year 2000-2001 for student teaching.	420



# LOUISIANA BOARD OF REGENTS 2001-2002 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

## XAVIER UNIVERSITY OF LOUISIANA

In compliance with the Higher Education Act of 1998, Louisiana has created a Teacher Preparation Accountability System that is assessing the performance of teacher preparation programs within the state. During the first phase of the accountability system, the performance of regular and alternate certification students on the state teachers' examination (PRAXIS) is being assessed. During each succeeding year, additional factors will be assessed to examine such areas as: increased quantity in critical shortage areas; ratings by first year teachers of their teacher preparation programs; 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 diligently working to address the need to produce quality teachers who are effective when working with PK-12 students.

### GRADE FOR PERFORMANCE ON STATE TEACHERS' EXAMINATION

**Xavier University of Louisiana** has been assigned a grade of **B** for the performance of regular and alternate certification program completers on the state teachers' examination (PRAXIS) based upon the overall performance of students during 1999-2000 and 2000-2001. The following scale was used to determine performance grades: A+ (Exemplary) = 98-100% Passage Rate; A = 92-97% Passage Rate; B = 86-91% Passage Rate; C (At-Risk) = 80-85% Passage Rate; Below C (Low Performing) = Below 80% Passage Rate.

### PASSAGE RATES OF ALL REGULAR AND ALTERNATE CERTIFICATION PROGRAM COMPLETERS

The following table summarizes passage rates of regular and alternate certification program completers during 1999-2000, 2000-2001, and both years for **Xavier University of Louisiana**.

1999-2000 PROGRAM COMPLETERS			2000-2001 PROGRAM COMPLETERS			TOTAL 1999-2000 & 2000-2001 PROGRAM COMPLETERS		
Type of Certification Program	Number Passed	% Passed	Type of Certification Program	Number Passed	% Passed	Type of Certification Program	Number Passed	% Passed
Regular	14 out of 16 students	88%	Regular	12 out of 14 students	86%	Regular	26 out of 30 students	87%
Alternate	11 out of 12 students	92%	Alternate	5 out of 7 students	71%	Alternate	16 out of 19 students	84%
Total	25 out of 28 students	89%	Total	17 out of 21 students	81%	Total	42 out of 49 students	86%

### PROCESS TO DETERMINE GRADES

Grades are based upon either the passage rates of program completers during the most recent academic year (2000-2001) OR average passage rates of program completers during the previous two years (1999-2000 and 2000-2001). The highest of the two passage rates is used to determine the actual grade. This process is used to adjust for three conditions: (1) limited number of program completers at institutions with small teacher preparation programs; (2) variance in student populations over a two year time period; and (3) significant improvements occurring at institutions over a two year time period.



## PRAXIS EXAMINATION PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS 2000-2001 REGULAR PROGRAM COMPLETERS

### ENTRY REQUIREMENTS FOR TEACHER PREPARATION PROGRAMS

All regular and alternate certification students must pass the following PRAXIS subtests to be formally admitted to a teacher preparation program at a college or university in Louisiana. Regular students are those who are completing a program of study to graduate with a baccalaureate degree in education. Alternate certification students are those who already possess a baccalaureate degree outside of education and are completing an alternate certification program to become certified to teach.

*Type of Assessment:*    **Basic Skills**

- (1)    Communications Skills and General Knowledge    **OR**
- (2)    Reading, Writing, and Mathematics

State law requires all students to take all required PRAXIS subtests prior to graduation, but it does not require students to pass the subtests. Individual institutions have developed their own policies that require students to pass the PRAXIS subtests to graduate.

### TEACHER CERTIFICATION REQUIREMENTS IN LOUISIANA

To be certified to teach in Louisiana, individuals must complete an approved teacher preparation program, possess a 2.5 grade point average, pass the Basic Skills subtests, and pass PRAXIS subtests in the following areas:

*Type of Assessment:*    **Professional Knowledge**

- (1)    Professional Knowledge    **OR**
- (2)    Principles Learning & Teaching K-6    **OR**
- (3)    Principles Learning & Teaching 7-12

**AND**

*Type of Assessment:*    **Academic Content Areas**                      The subtests vary according to the areas of certification.

### REQUIREMENTS OF THE HIGHER EDUCATION ACT OF 1998

The Higher Education Act of 1998 requires all institutions in the United States with teacher preparation programs to issue institutional reports on a yearly basis which contain information specified by the U.S. Department of Education. In addition, the Act requires institutions to provide the public with specific information pertaining to the passage rates of regular program completers on individual subtests. The following pages contain a report developed by the Educational Testing Service to provide a breakdown of program completer performance on individual subtests.

A similar report is currently being developed by the Educational Testing Service regarding the performance of 2000-2001 alternate certification program completers on individual subtests. Once the report is received, it will be placed on the Board of Regents web site (<http://www.regents.state.la.us>).

# BOARD OF REGENTS CALCULATION

(State data have been used to determine passage rates.)

## HEA - Title II 2000-2001 Academic Year Regular Program Completers

<b>Institution Name</b>	Xavier University of LA
<b>Institution Code</b>	6975
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	14
<b>Number of Program Completers found, matched, and used in passing rate Calculations</b>	14

<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>Basic Skills</b>				
COMMUNICATION SKILLS	500	12	12	100%
GENERAL KNOWLEDGE	510	10	10	100%
PPST READING	710	2		
CBT READING	711			
PPST WRITING	720	1		
CBT WRITING	721	1		
PPST MATHEMATICS	730	3		
CBT MATHEMATICS	731	1		
<b>Professional Knowledge</b>				
PROFESSIONAL KNOWLEDGE	520	2		
PRINCIPLES LEARNING & TEACHING K-6	522	6		
PRINCIPLES LEARNING & TEACHING 7-12	524	5		
<b>Academic Content Areas</b>				
EDUCATION IN THE ELEMENTARY SCHOOL	010	1		
ELEM ED CURR INSTRUC ASSESSMENT	011	7		
ELEM ED CONTENT AREA EXERCISES	012	7		
EARLY CHILDHOOD EDUCATION	020			
BIOLOGY AND GENERAL SCIENCE	030	1		
ENGLISH LANGUAGE AND LITERATURE	040			
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1		
ENG LANG LIT COMP PEDAGOGY	043	1		

**BOARD OF REGENTS  
CALCULATION**

(State data have been used to determine passage rates.)

***HEA - Title II  
2000-2001 Academic Year  
Regular Program Completers (Cont'd)***

<b>Institution Name</b>	Xavier University of LA
<b>Institution Code</b>	6975
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	14
<b>Number of Program Completers found, matched, and used in passing rate Calculations</b>	14

<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>Academic Content Areas (Cont'd)</b>				
MATHEMATICS	060			
CHEM PHYSICS AND GENERAL SCIENCE	070	1		
SOCIAL STUDIES	080			
SOCIAL STUDIES: CONTENT KNOWLEDGE	081			
SOCIAL STUDIES: INTERPRET MATERIALS	083			
PHYSICAL EDUCATION	090	1		
BUSINESS EDUCATION	100			
MUSIC EDUCATION	110			
HOME ECONOMICS EDUCATION	120			
FRENCH	170			

# BOARD OF REGENTS CALCULATION

(State data have been used to determine passage rates.)

## *HEA - Title II 2000-2001 Academic Year Regular Program Completers*

<b>Institution Name</b>	Xavier University of LA
<b>Institution Code</b>	6975
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	14
<b>Number of Program Completers found, matched, and used in passing rate Calculations</b>	14

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>
Aggregate - Basic Skills	14	14	100%
Aggregate - Professional Knowledge	13	13	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	12	10	86%
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</b>	14	12	86%