



# LOUISIANA BOARD OF REGENTS 2003-2004 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS XAVIER UNIVERSITY OF LOUISIANA

## *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**

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 Fall 2002, the university had a total enrollment of 3,461 undergraduate and 533 graduate students. A total of 995 students were males and 2,999 were females. The majority of the students were from Louisiana with a total of 2,041 in-state students, 1,884 out-of-state students, and 69 foreign students. Among students enrolled in the undergraduate program, 2,938 were black, 67 were white, and 456 were other races. Among students enrolled in the graduate program, 427 were black, 51 were white, and 55 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). 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 Board of Elementary and Secondary Education.

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

- Xavier University of LA was the first private institution in Louisiana whose teacher education program was both state and nationally approved. Xavier received NCATE accreditation in May 1998 and was re-affirmed by this national accrediting body in October 2003.
- The North Central Regional Educational Laboratory (NCREL) selected Xavier University of LA in 2002 as a participant in a national research study. That study, **Preparing Technology Competent Teachers for Urban and Rural Classrooms: A Teacher Education Challenge**, led to Xavier being highlighted in a video as a spin off from the national study. Xavier's teacher education program was selected as one of the six teacher education programs from 48 institutions nominated for consideration for this national honor.
- The teacher education unit now has seven programs that are nationally approved and recognized as programs of excellence. Those programs are: Early Childhood (PK-3); Middle School (4-8); Reading Specialist; School Principalship and Supervision; as well as Secondary Education Programs in Mathematics Education and English/English Education. These diverse programs offer a range of options to potential candidates at the initial as well as the advanced level of teacher preparation.
- The PATHWAYS TO TEACHING CAREERS program, initially funded by De-Witt Wallace/Readers Digest, is now funded in part by a 1.2 million dollar grant over 5 years from the U. S. Department of Education's Transition to Teaching program. The grant provides free tuition and incentives to college graduates not in the field of education who want to pursue a career in teaching through the Practitioner Teacher Program.

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

Participants must agree to work in critical needs schools for at least three years. A total of 150 individuals can get certified in five years through funds from this grant.

- PROJECT TALK, funded by the Federal Office of Special Education Programs, is designed to increase the number of highly qualified special education teachers from underrepresented populations who are aware and responsive to speech and language disorders and are committed to working with children with special needs in urban schools.
- Xavier University has had an approved Practitioner Teacher Program since it was developed by the Department of Education as a pilot in 2001.
- The Division of Education produced a recruitment CD-ROM during the Fall of 2003 highlighting both initial and advanced programs. Additionally, an official web page was created for teacher education recruitment of potential applicants.
- Xavier University of LA was selected by the U.S. Department of Education's PT3 (Preparing Tomorrow's Teachers to Use Technology) program to include on their official web page as an exemplary program promoting digital equity. Xavier received nearly one million dollars from PT3 between 1999 and 2003 to strengthen its technology capabilities and training for teacher education candidates. (<http://www.pt3.org/stories/equity.html>).
- Xavier University of LA and the Division of Education hosted both Microsoft Corporation and Apple Computer Company in 2003 for conferences on infusing technology into teaching and learning. Additionally, AACTE co-hosted a series of pre-conference sessions with the Division of Education during their annual meeting held in New Orleans during the winter of 2003.

**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.	18
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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.	23
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education.	4
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2002, Fall 2002, and Spring 2003.	1
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.	1
d. Total number of supervising faculty for the teacher preparation program during 2002-2003.	6
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 2002-2003.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2002-2003.	14
c. Total number of hours required during academic year 2002-2003 for student teaching.	420

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

**XAVIER UNIVERSITY OF LOUISIANA**

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**

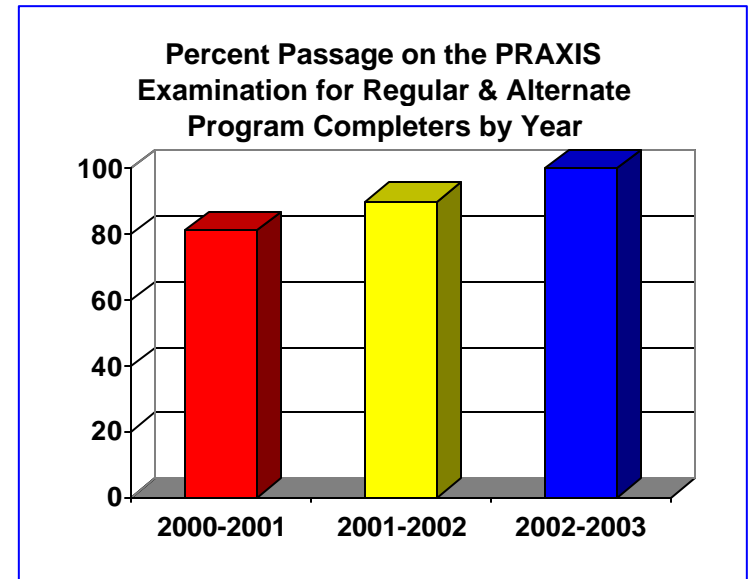
**A. Grade Performance of 2002-2003 Regular and Alternate Certification Program Completters on Certification Index  
(Percentage of students who passed the PRAXIS examination)**

*Grade: A+*  
*PRAXIS Passage Rate: 100%*  
*Scaled Score: 136*

This is a difference of 10% when compared to the 90% 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.



## Xavier University (Continued)

### I. INSTITUTIONAL PERFORMANCE INDEX (continued)

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

**Grade:** not assigned

**Mean Score of Survey Respondents:**

**Total Number of Survey Respondents:**

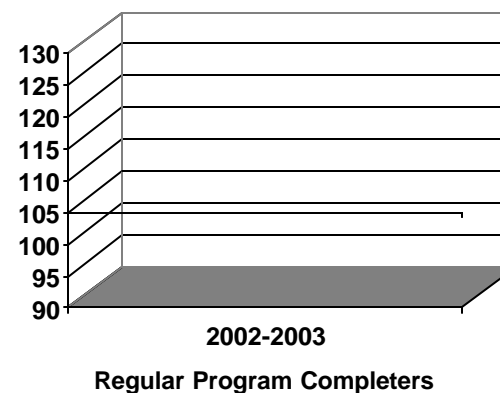
**Respondents' Scaled Score:** not assigned

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:** 43.5

**Baseline Score:** 21

**Percentage of Difference:** 107.1%

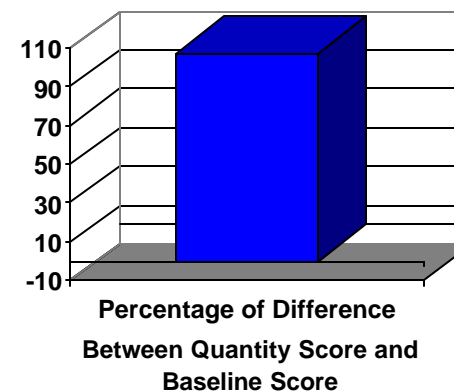
**Scaled Score:** 140

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**



**Xavier University (Continued)**

**III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL**

<b>A. Teacher Preparation Performance Score</b>	=	$(\text{Institutional Performance Index} + \text{Quantity Index}) \div 2$
	=	$\{\text{Certification Scaled Score} + \text{Quantity Scaled Score}\} \div 2$
	=	$\{136 + 140\} \div 2$
	=	$(136 + 140) \div 2$
	=	$276 \div 2$
	=	138

*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>Exemplary</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**

**XAVIER UNIVERSITY OF LOUISIANA**

**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	6	6	<b>100%</b>
2002-2003 Alternate Program Completers	17	17	<b>100%</b>
Total	23	23	<b>100%</b>



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

<b>Institution Name</b>	XAVIER UNIVERSITY OF LA
<b>Institution Code</b>	6975
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	6
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	6

<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	1			122	122	100%
GENERAL KNOWLEDGE	510				119	119	100%
PPST READING	710	2			209	209	100%
CBT READING	711	3			1030	1030	100%
PPST WRITING	720	3			223	223	100%
CBT WRITING	721	2			1006	1006	100%
PPST MATHEMATICS	730	3			209	209	100%
CBT MATHEMATICS	731	3			1015	1015	100%
COMPUTERIZED PPST READING	5710				84	84	100%
COMPUTERIZED PPST WRITING	5720				94	94	100%
COMPUTERIZED PPST MATHEMATICS	5730				99	99	100%
<b>Professional Knowledge</b>							
PROFESSIONAL KNOWLEDGE	520				12	12	100%
PRINCIPLES LEARNING & TEACHING K-6	522	5			1198	1195	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				1		
PRINCIPLES LEARNING & TEACHING 7-12	524	1			544	532	98%







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

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<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	6
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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>	<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	4			861	860	100%
ELEM ED CONTENT AREA EXERCISES	012	4			861	861	100%
ELEMENTARY ED CONTENT KNOWLEDGE	014	1			177	176	100%
EARLY CHILDHOOD EDUCATION	020				96	96	100%
BIOLOGY AND GENERAL SCIENCE	030				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				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	1			87	84	97%
FAMILY AND CONSUMER SCIENCES	120				5		

FRENCH

170

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

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<b>Institution Code</b>	6975
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	6
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	6

				<b>Statewide</b>		
<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>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	6			1456	1456	100%
Aggregate - Professional Knowledge	6			1755	1740	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	6			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>	6		100%	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**

**XAVIER UNIVERSITY OF LOUISIANA**

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

**LESS THAN 10 RESPONDENTS WERE SUBMITTED;  
THEREFORE DATA WILL NOT BE  
USED.**

## APPENDIX C

### XAVIER UNIVERSITY OF LOUISIANA

#### 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		6	15
MATHEMATICS			4
SCIENCE	General		5
	Biology		4
	Chemistry		
	Physics		2
	Earth Environmental		
MIDDLE SCHOOL			
SPECIAL EDUCATION			4
MALE	Early Childhood		
	Elementary	1	
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)			
<b>TOTAL</b>		<b>7</b>	<b>34</b>