

**LOUISIANA BOARD OF REGENTS
2009-2010 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
XAVIER UNIVERSITY OF LOUISIANA**

Message from the Commissioner:

I would like to congratulate all of our campuses for their hard work to prepare effective new teachers. It is rewarding to find that we have some universities who are preparing new teachers in specific content areas whose students demonstrate as much or more growth in achievement than students taught by experienced teachers as measured by our Value-Added Teacher Preparation Assessment. We anticipate that more universities will have similar findings once they receive the results for their redesigned programs for the first time during summer 2010. Our teacher preparation programs are also to be commended for the outreach that they have provided to students and teachers in schools that surround their universities. These efforts help to strengthen the lives of children both within and outside the school environment.

*Sally Clausen
Commissioner of Higher Education*

Mission of University

Xavier University of Louisiana, founded by Saint Katharine Drexel and the Sisters of the Blessed Sacrament, is Catholic and historically Black. The ultimate purpose of the University is to contribute to the promotion of a more just and humane society by preparing its students to assume roles of leadership and service in a global society. This preparation takes place in a diverse learning and teaching environment that incorporates all relevant educational means, including research and community service.

Student Characteristics of University

During Fall 2008, the university had a total enrollment of 2,431 undergraduate and 111 graduate students. A total of 698 students were males and 1,844 were females. The majority of the students were from Louisiana with a total of 1,911 in-state

students, 1,216 out-of-state students, and 96 foreign students. Among students enrolled in the undergraduate program, 1,820 were black, 45 were white, and 566 were other races. Among students enrolled in the graduate program, 94 were black, 6 were white, and 11 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 the Louisiana Department of 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 and was reaffirmed by this national accrediting body in October 2003. The next NCATE visit is scheduled for fall 2010.
- The Division of Education offers programs in elementary education, middle school education, concentrating on mathematics and science, and secondary education. On the graduate level, the emphasis is on awarding master's degrees for Reading Specialists, Educational Leader, Counselors and those seeking initial certification in elementary education, special education and secondary education.
- The Division of Education continues to experience increases in enrollment in undergraduate and graduate students each year. As enrollment increases, the University continues to support hiring additional faculty. Two additional faculty members were approved to be hired during this reporting period, one in educational leadership and one in elementary/middle school education.

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

- The Division of Education continued the grant The Pathways to Teaching Careers program, initially funded by De-Witt Wallace/Readers Digest, now funded in part by a 1.2 million dollar grant 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 in the areas of science, mathematics or special education through the Master of Arts in Teaching program. The University was granted a one-year no-cost extension.
- The Division of Education was awarded a subcontract to work with the University of New Orleans' Transition to Teaching Program 2007 grant. This subcontract provides additional funding and induction support for college graduates not in the field of education who want to pursue a career in teaching in the areas of special education and mathematics and science.
- The University was granted a one-year no cost extension to complete Project SEEK (Special Educators Embracing Knowledge) funded by the Federal Office of Special Education Programs (OSEP). Project SEEK 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.
- The Division of Education is in the process of completing its self study for CACREP accreditation. The unit was informed in 2005 it was ready for a site visit. However, since none of the counselor educators returned to Xavier following Hurricane Katrina, full time faculty had to be hired and the self study had to be rewritten and resubmitted. Three full time counselor educators are now employed. The self-study will be resubmitted in fall 2010.

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 2008-2009 including all areas of teaching specialization.	12
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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 2008, Fall 2008, and/or Spring 2009.	20
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 2008, Fall 2008, and Spring 2009.	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 2008, Fall 2008, and Spring 2009.	0
d. Total number of supervising faculty for the teacher preparation program during 2008-2009.	4
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 2008-2009.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2008-2009.	15
c. Total number of hours required during academic year 2008-2009 for student teaching.	525



LOUISIANA BOARD OF REGENTS 2009-2010 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

OVERVIEW

In compliance with the Higher Education Opportunity 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 was assessed and the *institutional performance* of each university was examined based upon passage rates on the *Praxis* and survey data from new teachers (who rated their teacher preparation programs on the extent to which the programs prepared the new teachers to address the state standards for teachers). The accountability system was created to include additional factors in the future that would examine growth of achievement of students taught by new teachers and perceptions of mentors of new teachers about the programs that prepared the new teachers. The purpose of the accountability system was to clearly demonstrate to the public that all universities and colleges in Louisiana were working diligently to produce quality teachers who worked 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. Institutional data, quantity data, and PRAXIS examination passage rate data have been collected and disseminated to the public in the 2005-06, 2006-07, 2007-08, 2008-09, and 2009-2010 *Institutional Reports for the Preparation of Teachers*. These reports can be found on the Board of Regents web site at: <http://www.regents.state.la.us/Academic/TE/instreports.htm>.

During 2003-2010, a Value-Added Teacher Preparation Assessment Model has been piloted that links growth of achievement of children taught by new teachers to the universities that prepared the new teachers. Initial results were released to the public during October 2007, December 2008, and August 2009. During 2009-10, the value-added model will be integrated into the Teacher Preparation Accountability System, and the revised Teacher Preparation Accountability System will be piloted during 2009-2010.

**QUANTITY OF PROGRAM COMPLETERS AND
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES
2008-2009 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
XAVIER UNIVERSITY	HEA Title II 2008-2009 Regular Program Completers	6	6	100%
	HEA Title II 2009-2009 Alternate Program Completers	13	13	100%
	Total Number of 2008-2009 Program Completers	19	19	100%



**HEA - Title II
2008-2009 Academic Year**

Institution Name	XAVIER UNIVERSITY OF LA
Institution Code	6975
State	Louisiana
Number of Program Completers Submitted	6
Number of Program Completers found, matched, and used in passing rate Calculations¹	6

April 24, 2010

<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>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
PPST READING	710				178	178	100%
PPST WRITING	720	1			192	192	100%
PPST MATHEMATICS	730	1			184	184	100%
COMPUTERIZED PPST READING	5710	4			680	680	100%
COMPUTERIZED PPST WRITING	5720	3			670	670	100%
COMPUTERIZED PPST MATHEMATICS	5730	3			673	673	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020				96	96	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	3			68	68	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521				118	118	100%
PRINCIPLES LEARNING & TEACHING K-6	522	2			550	550	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	1			55	55	100%
PRINCIPLES LEARNING & TEACHING 7-12	524				426	425	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	3			43	43	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	5			769	768	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				97	97	100%
ENG LANG LIT COMP PEDAGOGY	043				97	97	100%



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Academic Content Areas							
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				11	11	100%
MATHEMATICS: CONTENT KNOWLEDGE	061				31	30	97%
MIDDLE SCHOOL MATHEMATICS	069				25	25	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				81	81	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083				81	81	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				13	13	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091				93	93	100%
BUSINESS EDUCATION	100				11	11	100%
MUSIC CONTENT KNOWLEDGE	113				75	75	100%
FAMILY AND CONSUMER SCIENCES	120				1		
ART CONTENT KNOWLEDGE	133				29	29	100%
FRENCH CONTENT KNOWLEDGE	173				4		
SPANISH CONTENT KNOWLEDGE	191				6		
SPEECH COMMUNICATION	220				4		
BIOLOGY CONTENT KNOWLEDGE	235				20	20	100%
CHEMISTRY CONTENT KNOWLEDGE	245				3		
PHYSICS CONTENT KNOWLEDGE	265				1		
GENERAL SCI CONTENT KNOWLEDGE	435				1		
MIDDLE SCHOOL SCIENCE	439	1			17	17	100%
AGRICULTURE	700				12	12	100%



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				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	4			872	872	100%
Aggregate - Professional Knowledge	6			1313	1312	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	6			1304	1302	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	6			1273	1270	100%

- 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.