



# LOUISIANA BOARD OF REGENTS 2001-2002 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

## LOYOLA UNIVERSITY

### *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**

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 2001, Loyola University had a total enrollment of 3,733 undergraduate and 1,096 graduate students. A total of 1,710 students were males and 3,119 were females. The majority of the students were from Louisiana with a total of 2,630 in-state students, 2,052 out-of-state students, and 147 foreign students. Among students enrolled in the undergraduate program, 424 were black, 2,373 were white, and 936 were other races. Among students enrolled in the graduate program, 63 were black, 851 were white, and 182 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 million) to integrate technology into the curriculum at the university and school levels. The grant is in its second year.
- Graduate Debbie Villa was awarded the Wal-Mart Teacher of the Year award for the New Orleans area.
- 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 course is supported by the department's own 20-station computer laboratory and an additional lab in Monroe Hall.
- Most education faculty have completed both the INTECH technology institutes and the NOCTIITE technology training.
- 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.
- Loyola University is preparing for an NCATE visit in Fall 2003.
- A collaborative program for teacher certification at the secondary level is being implemented at Loyola and Tulane, which will enable Tulane students to enroll in required certification courses at Loyola.

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

- The Education Department, in concert with the offices of the President and Provost, adopted Benjamin Banneker as a professional development school for teacher preparation. Anticipating a long-term collaboration between Loyola and Banneker, 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 will be taught science methods at the PDS site beginning Spring 2002.
- The Department of Education and counseling's faculty combined for the following impressive body of research:
  - 2 books
  - 5 refereed publications
  - 9 national presentations
  - Several national, state and local grants totaling approximately \$1,000,000

**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.	153
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.	26

**Teacher Preparation Program Data (Cont'd)**

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.	5
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experience 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.	0
d. Total number of supervising faculty for the teacher preparation program during 2000-2001.	5
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.	15
c. Total number of hours required during academic year 2000-2001 for student teaching.	450



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

## LOYOLA UNIVERSITY

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

**Loyola University of New Orleans** has been assigned a grade of **A+ (Exemplary)** for the performance of regular and alternate certification program completers on the state teachers' examination (PRAXIS) during 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 **Loyola University of New Orleans**.

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	23 out of 23 students	100%	<i>Regular</i>	<i>16 out of 16 students</i>	<i>100%</i>	Regular	39 out of 39 students	100%
Alternate	6 out of 8 students	75%	<i>Alternate</i>	<i>6 out of 6 students</i>	<i>100%</i>	Alternate	12 out of 14 students	86%
Total	29 out of 31 students	94%	<i>Total</i>	<i>22 out of 22 students</i>	<i>100%</i>	Total	51 out of 53 students	96%

### 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>).



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

<b>Institution Name</b>	Loyola University Louisiana
<b>Institution Code</b>	6374
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	16
<b>Number of Program Completers found, matched, and used in passing rate Calculations</b>	16

<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	10	10	100%
GENERAL KNOWLEDGE	510	10	10	100%
PPST READING	710	2		
CBT READING	711	3		
PPST WRITING	720	2		
CBT WRITING	721	3		
PPST MATHEMATICS	730			
CBT MATHEMATICS	731	5		
<b>Professional Knowledge</b>				
PROFESSIONAL KNOWLEDGE	520	1		
PRINCIPLES LEARNING & TEACHING K-6	522	9		
PRINCIPLES LEARNING & TEACHING 7-12	524	4		
<b>Academic Content Areas</b>				
EDUCATION IN THE ELEMENTARY SCHOOL	010	1		
ELEM ED CURR INSTRUC ASSESSMENT	011	8		
ELEM ED CONTENT AREA EXERCISES	012	8		
EARLY CHILDHOOD EDUCATION	020			
BIOLOGY AND GENERAL SCIENCE	030			
ENGLISH LANGUAGE AND LITERATURE	040			
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1		
ENG LANG LIT COMP PEDAGOGY	043	1		



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

<b>Institution Name</b>	Loyola University Louisiana
<b>Institution Code</b>	6374
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	16
<b>Number of Program Completers found, matched, and used in passing rate Calculations</b>	16

<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			
SOCIAL STUDIES	080			
SOCIAL STUDIES: CONTENT KNOWLEDGE	081			
SOCIAL STUDIES: INTERPRET MATERIALS	083			
PHYSICAL EDUCATION	090			
BUSINESS EDUCATION	100			
MUSIC EDUCATION	110	5		
HOME ECONOMICS EDUCATION	120			
FRENCH	170			



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

<b>Institution Name</b>	Loyola University Louisiana
<b>Institution Code</b>	6374
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	16
<b>Number of Program Completers found, matched, and used in passing rate Calculations</b>	16

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>
Aggregate - Basic Skills	15	15	100%
Aggregate - Professional Knowledge	14	14	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	15	15	100%
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>	16	16	100%