



# LOUISIANA BOARD OF REGENTS 2002-2003 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

## LOYOLA UNIVERSITY - NEW ORLEANS

### *Message from the Commissioner:*

*We in the Louisiana education community are pleased to offer the following reports on Louisiana's public and private university teacher education programs. These reports are an integral component of our continuing efforts to inform Louisiana's citizens about the quality of our teacher preparation programs. Last year, the first factor used in our accountability program was released – student passage rates on the teacher certification examination (PRAXIS). This year, as promised, the formula has been expanded to make the scores an even more meaningful catalyst for continued reform. For 2002-2003, 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 2001, Loyola University had a total enrollment of 3,845 undergraduate and 1,997 graduate students. A total of 2,115 students were males and 3,727 were females. The majority of the students were from Louisiana with a total of 2,989 in-state students, 1,910 out-of-state students, and 274 foreign students with 669 not reporting in this category. Among students enrolled in the undergraduate program, 427 were black, 2,446 were white, and 972 were other races. Among students enrolled in the graduate program, 121 were black, 1,484 were white, and 392 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 fourth year.
- Most education faculty have 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 Banneker 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 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 were taught science methods at the PDS site, beginning spring 2002. Dr. Mary Ann Doyle assumed responsibility for full implementation of teaching the

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

- 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 \$2000 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 Department of Education and Counseling's faculty combined for the following impressive body of research:
  - 1 book
  - 3 book chapters
  - 9 refereed publications
  - 19 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 2001-2002 including all areas of teaching specialization.	132
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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 2001, Fall 2001, and/or Spring 2002.	37
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 2001, Fall 2001, and Spring 2002.	4
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experience during Summer 2001, Fall 2001, and Spring 2002.	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 2001, Fall 2001, and Spring 2002.	0
d. Total number of supervising faculty for the teacher preparation program during 2001-2002.	4
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 2001-2002.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2001-2002.	15
c. Total number of hours required during academic year 2001-2002 for student teaching.	450

**LOUISIANA BOARD OF REGENTS  
2002-2003 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 regular and alternate certification students on the state teachers' examination (PRAXIS) was assessed. During the second phase (2002-2003), 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 of 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 2001-2002 Regular and Alternate Certification Program Completers on Certification Index  
(Percentage of students who passed the PRAXIS Examination)**

<i>Grade:</i>	<i>B</i>
<i>PRAXIS Passage Rate:</i>	<i>91%</i>
<i>Scaled Score:</i>	<i>98</i>

This is a difference of **-9%** when compared to the **100%** passage rate of 2000-2001 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.

**I. INSTITUTIONAL PERFORMANCE INDEX (continued)**

**B. Grade for Ratings of 2001-2002 Program Completers on Graduate Satisfaction Survey**

<b>Grade:</b>	<i>Not Applicable</i>
<b>Mean Score of Survey</b>	
<b>Respondents:</b>	<i>Not Applicable</i>
<b>Total number of Survey</b>	
<b>Respondents:</b>	7
<b>Scaled Score:</b>	<i>Not Applicable</i>

**Data not reported for institutions with fewer than 10 survey respondents.**

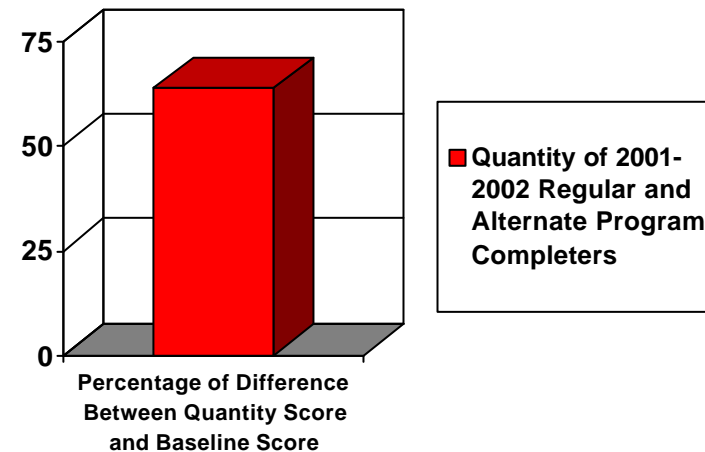
The following scale was used to determine grades for mean responses on surveys: A+ = Mean 128 & above; A = Mean 117.0 – 127.9; B = 107.0 – 116.9; C = Mean 93.0 – 106.9; Below C = Mean Below 93.0. See Appendix B for a breakdown of scores. Scaled scores are not assigned for institutions with fewer than 10 survey respondents.

**II. QUANTITY INDEX**

**Grade for Quantity Score**

<b>Grade:</b>	A+
<b>Quantity Score:</b>	36
<b>Baseline Score:</b>	22
<b>Percentage of Difference:</b>	63.6%
<b>Scaled Score:</b>	140

The following scale was used to determine quantity grades based upon percentage of difference between the 2001-2002 Quantity Score and Baseline Score: A+ = +15% and above difference; A = +5% to +14% difference; B = -3% to +4% difference; C = -4 to -15% difference; and Below C = -16% and greater difference. See Appendix C for a breakdown of scores.



### III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

A. **Teacher Preparation Performance Score** = Institutional Performance Index + Quantity Index / 2

$$\{([\text{Certification Scaled Score} * .875] + [\text{Graduate Satisfactory Scaled Score} * .125]) + \text{Quantity Scale Score}\} / 2$$

**Survey data not used, n=7**

**Institutional Performance Score = 98      Quantity = 140**

$$(98.00 + 140) / 2$$

$$238.00/2$$

**119.00**

*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 were surveyed. During the 2003-2004 accountability cycle, it will have a weight of .25 once it is 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.*

*Note: Formula A was used to calculate the Teacher Preparation Performance Score.*

B. **Teacher Preparation Performance Label** = ***High Performing Teacher Preparation Program***

**APPENDIX A**

**PRAXIS EXAMINATION**  
**PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS**  
**2001-2002 PROGRAM COMPLETERS**

**LOYOLA UNIVERSITY – NEW ORLEANS**

	<b>NUMBER PASSED</b>	<b>TOTAL NUMBER</b>	<b>PERCENTAGE PASSED</b>
2001-2002 Regular Program Completers	29	32	<b>91%</b>
2001-2002 Alternate Program Completers	2	2	<b>100%</b>
Total	31	34	<b>91%</b>

A passage rate percentage of **91%** converts to a standard score of **98**. The grade is **B**.



## APPENDIX A (CONT'D)

### PRAXIS EXAMINATION PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS 2001-2002 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 of Learning & Teaching K-6    **OR**
- (3)    Principles of 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 that 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 2001-2002 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 2001-2002 Academic Year

<b>Institution Name</b>	LOYOLA UNIVERSITY LOUISIANA
<b>Institution Code</b>	6374
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	32
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	32

March 18, 2003

<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			619	619	100%
GENERAL KNOWLEDGE	510	1			555	554	100%
PPST READING	710	12	12	100%	422	421	100%
CBT READING	711	15	15	100%	620	619	100%
PPST WRITING	720	12	12	100%	457	457	100%
CBT WRITING	721	15	15	100%	582	578	99%
PPST MATHEMATICS	730	10	10	100%	455	453	99%
CBT MATHEMATICS	731	17	17	100%	651	649	100%
COMPUTERIZED PPST READING	5710	4			11	10	91%
COMPUTERIZED PPST WRITING	5720	4			13	12	92%
COMPUTERIZED PPST MATHEMATICS	5730	4			16	13	81%
<b>Professional Knowledge</b>							
PROFESSIONAL KNOWLEDGE	520				89	87	98%
PRINCIPLES LEARNING & TEACHING K-6	522	22	22	100%	1124	1101	98%
PRINCIPLES LEARNING & TEACHING 7-12	524	10	8	80%	544	516	95%
<b>Academic Content Areas</b>							
EDUCATION IN THE ELEMENTARY SCHOOL	010				16	15	94%
ELEM ED CURR INSTRUC ASSESSMENT	011	20	20	100%	997	978	98%
ELEM ED CONTENT AREA EXERCISES	012	20	20	100%	995	995	100%





**HEA - Title II  
2001-2002 Academic Year**

<b>Institution Name</b>	LOYOLA UNIVERSITY LOUISIANA
<b>Institution Code</b>	6374
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	32
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	32

March 18, 2003

<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 (Cont'd)</b>							
EARLY CHILDHOOD EDUCATION	020				80	80	100%
BIOLOGY AND GENERAL SCIENCE	030				30	30	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			104	99	95%
ENG LANG LIT COMP PEDAGOGY	043	1			99	94	95%
MATHEMATICS	060				45	45	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				8		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				109	102	94%
SOCIAL STUDIES: INTERPRET MATERIALS	083				107	103	96%
PHYSICAL EDUCATION	090				148	146	99%
BUSINESS EDUCATION	100				13	13	100%
MUSIC EDUCATION	110	11	10	91%	69	66	96%
FAMILY AND CONSUMER SCIENCES	120				15	15	100%
FRENCH	170				2		



**HEA - Title II  
2001-2002 Academic Year**

<b>Institution Name</b>	LOYOLA UNIVERSITY LOUISIANA
<b>Institution Code</b>	6374
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	32
<b>Number of Program Completers found, matched, and used in passing rate Calculations</b>	32

March 18, 2003

				<b>Statewide</b>		
<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	32	32	100%	1681	1672	99%
Aggregate - Professional Knowledge	32	30	94%	1757	1703	97%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	32	30	94%	1637	1589	97%
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>	32	29	91%	1776	1687	95%

## APPENDIX B

### GRADUATE SATISFACTION SURVEY

#### LOYOLA UNIVERSITY - NEW ORLEANS

##### INTRODUCTION

To assist the State in collecting data from first year teachers about their preparation for teaching, the Louisiana Department of Education sent surveys to the 807 regular program completers of the 2001-2002 academic year who began teaching during fall 2002. One thousand seven hundred and seventy-six individuals completed regular teacher preparation programs in public and private universities in Louisiana between July 1, 2001 and June 30, 2002. Of those 1,776 individuals, it was determined that 592 were not teaching in public schools in Louisiana, 377 began teaching in Louisiana's public schools during spring 2002 or spring 2003, and 807 began teaching in Louisiana's public schools during fall 2002. The survey instrument was sent to all of these 807 teachers. Ninety-two percent ( $n = 741$ ) of the 807 teachers responded to the survey. Additional follow-up is currently in progress to obtain responses from the remaining 8% ( $n = 66$ ).

The survey was developed by a committee composed of university, district, Louisiana Department of Education, and Board of Regents personnel. It was the committee's decision to align all survey questions with state standards for teachers (e.g., Louisiana's Components of Effective Teaching). Teachers were required to respond to 35 statements using a 4-point scale (i.e., Strongly Disagree = 1, Disagree = 2, Agree = 3, and Strongly Agree = 4). Each item is scored on this 1 to 4 scale, and the scores for the 35 items are added together for a total survey score. If a respondent answers each question, the minimum possible score is 35, and the maximum possible score is 140. A deadline for responding was provided to teachers. A second survey was sent to teachers who did not respond by the deadline.

The Board of Regents approved a policy during March 2003 to use survey scores during a given year as part of the Teacher Preparation Accountability System only if 10 or more individuals from a university or college responded to the survey. For institutions with fewer than 10 survey responses, data from consecutive years will be combined until a total of 10 or more surveys are available.

##### GRADUATE SATISFACTION GRADES

Grades were assigned to institutions for the Teacher Preparation Accountability System based upon overall mean scores. The following scale was used to assign grades:

A+	128 and above
A	117.0-127.9
B	107.0- 116.9
C	93.0 – 106.9
Below C	Below 93.0

##### OVERALL SURVEY RESULTS

The overall results for the survey were the following:

N	Mean	Minimum	Maximum	Standard Deviation
741	115.8	38	140	16.2

##### SURVEY RESULTS

N	Mean	Minimum	Maximum	Standard Deviation
7				

**Less than 10 2001-2002 program completers responded to the survey. Therefore, survey results were not used to calculate the 2002-2003 Institutional Performance Score. Once 10 or more students have responded over consecutive years, survey results will be integrated into the accountability system.**

## APPENDIX C

### 2002-2003 CALCULATION OF QUANTITY INDEX

#### LOYOLA UNIVERSITY - NEW ORLEANS

#### 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. The Baseline Score for this university is: **22**.

#### QUANTITY SCORE

##### A. 2001-2002 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2001 – June 30, 2002. The total number of regular and alternate program completers for this university is: **34**.

##### B. BONUS POINTS

In addition, one-half a point is assigned to every 2001-2002 regular and alternate program completer that met the criteria for each of the following teacher shortage areas. The bonus points for this institution are: **2**.

Teacher Shortage Areas		# Regular Program Completers	# Alternate Program Completers	Bonus Points
MINORITIES		4	0	4
MATHEMATICS		0	0	0
SCIENCE	General	0	0	0
	Biology	0	0	0
	Chemistry	0	0	0
	Physics	0	0	0
	Earth	0	0	0
	Environmental	0	0	0
MIDDLE SCHOOL		0	0	0
SPECIAL EDUCATION		0	0	0
MALE	Early Childhood	0	0	0
	Elementary	0	0	0
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)		0	0	0
<b>TOTAL</b>		4	0	4 * .5 = <b>2</b>

##### C. QUANTITY

Quantity Score = **34** (Program Completers) + **2** (Bonus Points) = **36**.

The **63.6%** difference between the Quantity Score (**36**) and Baseline Score (**22**) converts to a scaled score of **140**. The grade is **A+**.