

**LOUISIANA BOARD OF REGENTS
2007-2008 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
XAVIER UNIVERSITY OF LOUISIANA**

Message from the Commissioner:

Louisiana is being recognized nationally for the efforts of our universities to prepare high-quality new teachers who enter the profession prepared to address the needs of PK-12 students. All campuses are to be commended for the work they have done in the past and the work they are doing today to enhance the knowledge and skills of all new teachers. As improved student achievement continues to be a goal of all educators in Louisiana, the success of your work will continue for years to come as your well-prepared new teachers further develop their capabilities and become even more effective teachers in the future. The work you are doing is of the utmost importance, for it impacts the lives of students in Louisiana, and it impacts the economic health of our state.

*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 2006, the university had a total enrollment of 2,272 undergraduate and 100 graduate students. A total of 640 first-time professionals were also enrolled. A total of 836 students were males and 2,176 were females. The majority of the students were from Louisiana with a total of 1,642 in-state students, 1,282 out-of-state students, and 88 foreign students. Among students enrolled in the undergraduate program, 1,765 were black, 37 were white, 47 were foreign, and 426 were other races. Among students enrolled in the graduate program, 89 were black, 6 were white, and 5 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 Louisiana Board of Regents and the Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- Xavier University of Louisiana 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.
- Xavier University of Louisiana's Division of Education marked a major milestone during this reporting period. Hurricane Katrina severely impacted the number of students currently enrolled in Xavier's teacher education program, forcing the Division to concentrate on program strengths. Consequently, the teacher education program was streamlined, offering 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. Within the redesigned graduate curricula offerings, research and statistics were added as was a thesis requirement for all Curriculum and Instruction Master's degree completers.
- 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 United States 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 program. The University was granted a no-cost extension.

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

- Because many faculty and students were displaced due to the storm, the Practitioner’s Program was suspended and the grant continued to financially assist students who enrolled in the MAT program. Since 2002, 89 students have participated in this program. This is the final year of the grant.
- The Transition to Teaching Grant Program 2007 awarded a grant to the University of New Orleans to provide induction support to those seeking initial certification in their practitioner’s programs in Special Education, Elementary Education, Early Childhood Education and Secondary Education. University of New Orleans will subcontract Xavier University of Louisiana to provide a Master’s of Arts in Teaching degree to those seeking initial certification in mathematics and science. Even though the award was made during this period, the first cohort will start the program Fall 2008.
- Project Seek (Special Educators Embracing Knowledge) 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. This is the final year of the grant.
- The unit is resubmitting the CACREP self-study that was submitted Spring semester 2005. The unit was informed at that time that they were ready for a site visit and that the self-study was a model document.

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 2006-2007 including all areas of teaching specialization.	
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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 2006, Fall 2006, and/or Spring 2007.	25
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	5
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2006, Fall 2006, and Spring 2007.	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 2006, Fall 2006, and Spring 2007.	0
d. Total number of supervising faculty for the teacher preparation program during 2006-2007.	5
4. Student/faculty ratio for student teaching and internship experiences.	1.0
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2006-2007.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2006-2007.	15
c. Total number of hours required during academic year 2006-2007 for student teaching.	525



LOUISIANA BOARD OF REGENTS 2007-2008 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

OVERVIEW

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 subsequent phases (2002-2003, 2003-04, and 2004-05), 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' Praxis examinations and ratings by teachers of their teacher preparation programs) were assessed. In the future, additional factors will be assessed to examine such areas as ratings of programs by first year teachers' mentors and growth of learning of students taught by new teachers. The purpose of this accountability system is to clearly demonstrate to the public that all universities and colleges in Louisiana are working diligently to produce quality teachers who work 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. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06, 2006-07, and 2007-08 Institutional Reports for the Preparation of Teachers*. These reports can be found on the Board of Regents web site at: <http://asa.regents.state.la.us/TE/reports/2007>. The documents provide an overview of the quantity of program completers and the passage rates of program completers at individual universities.

**QUANTITY OF PROGRAM COMPLETERS AND
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES
2006-2007 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
XAVIER UNIVERSITY	HEA Title II 2006-2007 Regular Program Completers	7	7	100%
	HEA Title II 2006-2007 Alternate Program Completers	N/A	N/A	---
	Total Number of 2006-2007 Program Completers	7	7	100%



**HEA - Title II
2006-2007 Academic Year**

Institution Name	XAVIER UNIVERSITY OF LA
Institution Code	6975
State	Louisiana
Number of Program Completers Submitted	7
Number of Program Completers found, matched, and used in passing rate Calculations¹	7

March 30, 2008

<i>Type of Assessment</i>	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Basic Skills							
PPST READING	710	3			328	328	100%
PPST WRITING	720	3			340	340	100%
PPST MATHEMATICS	730	3			335	335	100%
COMPUTERIZED PPST READING	5710	4			1020	1020	100%
COMPUTERIZED PPST WRITING	5720	4			1011	1011	100%
COMPUTERIZED PPST MATHEMATICS	5730	4			1020	1020	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	1			184	184	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				51	51	100%
PRINCIPLES LEARNING & TEACHING K-6	522	4			699	699	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	1			53	53	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	1			488	484	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				37	37	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	5			845	841	99%
BIOLOGY AND GENERAL SCIENCE	030				2		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				92	91	99%
ENG LANG LIT COMP PEDAGOGY	043				92	92	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				10	10	100%
MATHEMATICS	060				1		
MATHEMATICS: CONTENT KNOWLEDGE	061				55	55	100%
MIDDLE SCHOOL MATHEMATICS	069				13	13	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				2		



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					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Academic Content Areas							
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				119	119	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083				118	118	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				12	12	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	2			107	107	100%
BUSINESS EDUCATION	100				11	11	100%
MUSIC EDUCATION	110				1		
MUSIC CONTENT KNOWLEDGE	113				81	80	99%
FAMILY AND CONSUMER SCIENCES	120				6		
ART CONTENT KNOWLEDGE	133				30	29	97%
FRENCH CONTENT KNOWLEDGE	173				5		
SPANISH CONTENT KNOWLEDGE	191				7		
SPEECH COMMUNICATION	220				7		
BIOLOGY CONTENT KNOWLEDGE	235				23	23	100%
CHEMISTRY CONTENT KNOWLEDGE	245				2		
GENERAL SCI CONTENT KNOWLEDGE	435				4		
MIDDLE SCHOOL SCIENCE	439				15	15	100%
AGRICULTURE	700				2		



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March 30, 2008

<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	Statewide		
				<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	7			1361	1361	100%
Aggregate - Professional Knowledge	7			1471	1467	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	7			1454	1443	99%
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	7			1429	1416	99%

Footnote:

¹The 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 pass rate.