



# LOUISIANA BOARD OF REGENTS

## 2000-2001 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

### XAVIER UNIVERSITY OF LOUISIANA

#### *Message from the Commissioner:*

*In compliance with the Higher Education Act of 1998, baseline data are being released on each university in Louisiana with a teacher preparation program as part of a nationwide public accountability effort that began this year. This evaluation of teacher preparation follows earlier and on-going efforts begun in 1999 by Louisiana's Blue Ribbon Commission on Teacher Quality, a systemic reform initiative coordinated by Governor Foster, Board of Regents, and the Board of Elementary and Secondary Education. The information in this report will be used by Regents and BESE as part of a statewide effort to recruit, prepare, and retain more effective teachers throughout the state. To that end, these institutional reports will help colleges and universities, PK-16+ Councils, and PK-16+ Redesign Teams to further improve their programs. Building on this year's data, report cards will be issued on each university annually, beginning next year, to disclose institutional efforts in preparing new teachers.*

*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 1999-2000, Xavier University had a total enrollment of 3,278 undergraduate and 542 graduate students. A total of 1080 students were males and 2,740 were females. The majority of the students were from Louisiana with a total of 2,029 in-state students, 1,685 out-of-state students, and 106 foreign students. Among students enrolled in the undergraduate program, 3,057 were black, 57 were white, and 164 were other races. Among students enrolled in the graduate program, 348 were black, 140 were white, and 54 were other races.

#### **Accreditation and Approval of Teacher Preparation Program**

Xavier University is accredited by the Southern Association of Colleges and Schools (SACS) and by the National Council for the Accreditation of Teacher Education (NCATE). All of the university's teacher preparation programs are approved by the Louisiana Department of Education.

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

- Xavier University of Louisiana works to maintain a status of excellence in teacher preparation through its continuous and systematic evaluation of its program to ensure its alignment with contemporary state and national standards.
- Xavier University is the only private institution in Louisiana whose teacher education program is both state and nationally (NCATE) accredited. Additionally, Xavier's teacher education program was a 2000-2001 semi-finalist for the National Awards Program for Effective Teacher Preparation.
- The teacher education unit has a broad and diverse base of special programs, primarily underwritten by state and federal grants, that are designed to address national critical needs in education. Many of these programs are coordinated through the unit's Center of Excellence in Middle School Education (CEMSE).
- Teaching SMART (Science, Mathematics, and Relevant Technology), funded by the National Science Foundation, provides an equity-based, comprehensive teacher professional development program designed to produce systemic change in the classroom. The goal is to increase the performance of all students, particularly girls and minority youth, in science education by providing instruction and hands-on training for 3rd-5th grade teachers.
- In collaboration with Dillard University and New Orleans Public Schools, the Coca-Cola Foundation's Keeping Kids in School Program has funded the unit for training of mathematics teachers at local middle schools. In addition, the program supports Middle School Math Scholars, a three-week summer mathematics program for sixth-graders from the participating middle schools. Undergraduate students serve as mentors and receive stipends for participating.

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

- PROJECT TALK, funded by the Federal Office of Special Education Programs, is designed to increase the number of highly trained special education teachers for underrepresented populations who are aware and responsive to speech and language disorders and are committed to working with children with special needs in urban settings.
- MASTAP-TCEP is funded by NASA and provides nearly \$1 million in scholarships and stipends for undergraduate and graduate students to enroll in courses to enhance their skills in science, mathematics, and technology education. Laptop computers are available for education majors to use to integrate technology into their lesson plans.
- The PATHWAYS TO TEACHING CAREERS program, funded by De-Witt-Wallace/Reader's Digest, provides tuition support to recruit, train and provide mentoring for college graduates, especially minorities, to complete teacher certification programs. It is designed to increase the number of certified teachers in urban schools, particularly in the areas of mathematics and science.
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**Teacher Preparation Program Label**

The following labels will be assigned to all teacher preparation programs in Louisiana during April 2002 in conjunction with Louisiana's new Teacher Preparation Accountability System: Exemplary, Quality, Satisfactory, At-Risk, and Low-Performing. Labels have not been assigned to universities in this institutional report.

**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 1999-2000 including all areas of teaching specialization.	38
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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 1999, Fall 1999, and/or Spring 2000.	36
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 1999, Fall 1999, and Spring 2000.	4
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 1999, Fall 1999, and Spring 2000.	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 1999, Fall 1999, and Spring 2000.	2
d. Total number of supervising faculty for the teacher preparation program during 1999-2000.	6
4. Student/faculty ratio for student teaching and internship experiences.	6:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 1999-2000.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 1999-2000.	14
c. Total number of hours required during academic year 1999-2000 for student teaching.	420



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1999-2000 Academic  
Year**

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REPORT FOR THE PREPARATION  
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*Single-Assessment Institution Level  
Pass-Rate Data: Regular Teacher  
Preparation Program*

<b>Institution Name</b>	Xavier University of Louisiana
<b>Institution Code</b>	6975
<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<sup>1</sup></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>Statewide</b>		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Basic Skills</b>							
COMMUNICATION SKILLS	500	16	16	100%	1928	1918	99%
GENERAL KNOWLEDGE	510	16	16	100%	1916	1899	99%
PPST READING	710				18	15	83%
CBT READING	711				32	29	91%
PPST WRITING	720				20	16	80%
CBT WRITING	721				30	26	87%
PPST MATHEMATICS	730				22	16	73%
CBT MATHEMATICS	731				48	43	90%
<b>Professional Knowledge</b>							
PROFESSIONAL KNOWLEDGE	520	9			1415	1386	98%
PRINCIPLES LEARNING & TEACHING K-6	522	3			330	281	85%
PRINCIPLES LEARNING & TEACHING 7-12	524	4			216	183	85%
<b>Academic Content Areas</b>							
EDUCATION IN THE ELEMENTARY SCHOOL	010	3			694	667	96%
ELEM ED CURR INSTRUC ASSESSMENT	011	5			450	373	83%
ELEM ED CONTENT AREA EXERCISES	012	5			445	421	95%
EARLY CHILDHOOD EDUCATION	020	1			77	76	99%
BIOLOGY AND GENERAL SCIENCE	030				52	47	90%
ENGLISH LANGUAGE AND LITERATURE	040				65	56	86%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			66	48	73%

<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.



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<b>Number of Program Completers found, matched, and used in passing rate Calculation<sup>1</sup></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>Statewide</b>		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Academic Content Areas</b>							
ENG LANG LIT COMP PEDAGOGY	043				54	50	93%
MATHEMATICS	060	1			60	49	82%
CHEM PHYSICS AND GENERAL SCIENCE	070	2			10	6	60%
SOCIAL STUDIES	080				58	51	88%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	1			68	53	78%
SOCIAL STUDIES: INTERPRET MATERIALS	083	1			63	51	81%
PHYSICAL EDUCATION	090				132	121	92%
BUSINESS EDUCATION	100				32	27	84%
MUSIC EDUCATION	110				62	55	89%
FRENCH	170				6		
GERMAN	180				1		
SPANISH	190				3		
<b>Other Content Areas</b>							
HOME ECONOMICS EDUCATION	120				14	14	100%



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**Aggregate and Summary Institution-Level  
Pass-Rate Data:  
Regular Teacher Preparation Program**

<i>Type of Assessment<sup>2</sup></i>	Statewide					
	<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	16	16	100%	1992	1957	98%
Aggregate - Professional Knowledge	16	16	100%	1961	1850	94%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	14	12	86%	1832	1627	89%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				14	14	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	16	14	88%	2057	1795	87%

<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 pass rate.