

**LOUISIANA BOARD OF REGENTS
2008-2009 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
XAVIER UNIVERSITY OF LOUISIANA**

Message from the Commissioner:

Louisiana's teacher preparation reform efforts have brought national attention to our state and we commend everyone who has worked toward our success. It is exciting to find that preliminary results from the state's Value-Added Teacher Preparation Assessment Model have indicated that some teacher preparation programs in our state are demonstrating greater gains in student achievement than experienced teachers, another effort of national significance. These collective initiatives are all designed to improve the education of Louisiana's students and will assist us in meeting our goal of awarding 10,000 additional degrees or certificates by 2015. We are grateful to our campuses for their steadfast dedication to this work in these difficult economic times.

***Dr. 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 2007, the university had a total enrollment of 2,321 undergraduate and 86 graduate students. A total of 854 students were males and 2,234 were females. The majority of the students were from Louisiana with a total of 1,746 in-state students, 1,179 out-of-state students, and 96 foreign students. Among students enrolled in the undergraduate program, 1,748 were black, 47 were white, 62 were foreign, and 464 were other races. Among students enrolled in the graduate program, 46 were black, 5 were white, 3 were foreign, and 4 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.
- Xavier University's Division of Education has experienced an increase in enrollment during this reporting period. The teacher education program now 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.
- Xavier University, Division of Education continues the grant 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 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 program. The University was granted a no-cost extension.

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

- During this reporting period, plans to increase full time faculty were approved. In 2008-2009 one faculty person was hired to teach in both undergraduate and graduate education programs and one counselor educator was hired bringing the total of counselor educators to three. The Division also received approval to hire an additional full time faculty in Educational Leadership.
- 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. UNO will subcontract Xavier 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 in the process of completing the self study for CACREP accreditation. The unit was informed in 2005 they were 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. The self-study will be resubmitted in fall 2010. In 2007-2008 two full time counselor educators were hired with one additional faculty approved for 2008-2009.

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 2007-2008 including all areas of teaching specialization.	6
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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 2007, Fall 2007, and/or Spring 2008.	8
3. Supervising faculty for supervised student teaching and internship experiences.	2
a. Number of appointed full time faculty in professional education	2
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2007, Fall 2007, and Spring 2008.	
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2007, Fall 2007, and Spring 2008.	0
d. Total number of supervising faculty for the teacher preparation program during 2007-2008.	2
4. Student/faculty ratio for student teaching and internship experiences	4:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2007-2008.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2007-2008.	15
c. Total number of hours required during academic year 2007-2008 for student teaching.	525



LOUISIANA BOARD OF REGENTS

2008-2009 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, and 2008-09 *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 2003-2009, 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 and December 2008. During 2008-09, 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
2007-2008 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
XAVIER UNIVERSITY	HEA Title II 2007-2008 Regular Program Completers	1	1	100%
	HEA Title II 2007-2008 Alternate Program Completers	10	10	100%
	Total Number of 2007-2008 Program Completers	11	11	100%



**HEA - Title II
2007-2008 Academic Year
Regular Program Completers**

Institution Name	XAVIER UNIVERSITY OF LA
Institution Code	6975
State	Louisiana
Number of Program Completers Submitted	1
Number of Program Completers found, matched, and used in passing rate Calculations¹	1

March 30, 2009

Type of Assessment	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				274	274	100%
PPST WRITING	720				291	291	100%
PPST MATHEMATICS	730				275	275	100%
COMPUTERIZED PPST READING	5710	1			919	919	100%
COMPUTERIZED PPST WRITING	5720	1			900	900	100%
COMPUTERIZED PPST MATHEMATICS	5730	1			919	919	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020				208	208	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				62	62	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521				14	14	100%
PRINCIPLES LEARNING & TEACHING K-6	522				594	593	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	1			56	56	100%
PRINCIPLES LEARNING & TEACHING 7-12	524				438	437	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				34	34	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014				796	796	100%
BIOLOGY AND GENERAL SCIENCE	030				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				86	86	100%
ENG LANG LIT COMP PEDAGOGY	043				86	86	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				17	17	100%



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(Cont'd.)**

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					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Academic Content Areas							
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061				39	37	95%
MIDDLE SCHOOL MATHEMATICS	069	1			22	22	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				106	106	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083				106	106	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				10	10	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091				97	97	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113				80	80	100%
FAMILY AND CONSUMER SCIENCES	120				7		
ART CONTENT KNOWLEDGE	133				32	32	100%
FRENCH CONTENT KNOWLEDGE	173				1		
SPANISH CONTENT KNOWLEDGE	191				1		
SPEECH COMMUNICATION	220				6		
BIOLOGY CONTENT KNOWLEDGE	235				14	14	100%
CHEMISTRY CONTENT KNOWLEDGE	245				3		
PHYSICS CONTENT KNOWLEDGE	265				1		
MIDDLE SCHOOL SCIENCE	439				19	19	100%
AGRICULTURE	700				5		



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March 30, 2009

				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	1			1205	1205	100%
Aggregate - Professional Knowledge	1			1373	1371	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	1			1353	1351	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	1			1313	1309	100%

Footnotes:

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.