



BOARD OF REGENTS

2004-2005 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

LOYOLA UNIVERSITY NEW ORLEANS

Message from the Commissioner:

This annual institutional report is part of a comprehensive, cooperative effort by Louisiana's entire education community – postsecondary education and elementary and secondary stakeholders alike - to ensure that Louisiana's public and private teacher education programs are of the highest quality, and to keep Louisiana's citizens informed about this critically-important enterprise. In 2002, the first year of our accountability program, student passage rates on the teacher certification examination (PRAXIS) were the sole criteria. In 2003 the formula was expanded to make the scores even more indicative of program quality. Scores are 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. Our goal with this reporting system is to help ensure that Louisiana's colleges and universities are producing qualified, effective, caring teachers for all of our students.

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 2003, the university had a total enrollment of 3,802 undergraduate and 938 graduate students. A total of 1,734 students were males and 3,006 were females. The majority of the students were from Louisiana with a total of 2,352 in-state students, 2,008 out-of-state students, and 232 foreign students, with 148 unspecified. Among students enrolled in the undergraduate program, 382 were black, 2,436 were white, and 984 were other races. Among students enrolled in the graduate program, 89 were black, 668 were white, and 181 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). All of the university's teacher preparation programs are approved by the Board of Regents and the Board of Elementary and Secondary Education.

Notable Features and Accomplishments of Teacher Preparation Program

- Dr. Al Alcazar, in collaboration with Dr. Cathy Hightower, who directs the Teaching Academy of Ben Franklin High School, has created a diversity curriculum for use in secondary schools. It incorporates current research and best practices in addressing diversity themes, complements the diversity component of the Louisiana Components for Effective Teaching, and expands on the diversity standards of the National Council for the Accreditation of Teacher Education (NCATE).
- Most education faculty members have completed both QUEST technology institute and the NOCTIITE technology training.
- Loyola University is preparing for an NCATE visit in Fall 2005.
- Dr. Jane Chauvin is working with the National Board for Professional Teaching Standards in order to encourage more Loyola graduates to apply for this credential.
- The Teacher Education Unit (Elementary, Music, and Secondary Education Programs) continued intensive professional development activities through 2004 in order to adopt a shared Conceptual Framework and Four (4) Program Learning Objectives. The current model was adopted and integrated into the Unit's operations.
- The Teacher Education Unit adopted a unified assessment plan that incorporates electronic folios and a portal transition system for documenting candidate progress through programs and licensure.

•The Teacher Education Unit completed program redesigns in accordance with criteria established by the Louisiana State Department of Education for Elementary, Music, and Secondary Initial Licensure Programs and Elementary and Secondary Advanced Degree Programs. The redesign programs were approved and adopted by college and university curriculum committees and the University Provost.

•Music Education received two (2) grants, The grants provided a total of \$40,000 for the continuation of music education project in local schools.

•Music Education completed a three-year grant cycle with the Texaco Foundation, which had awarded \$100,000 to establish and support music education programs in three Title I schools in the metro New Orleans area over a three year period.

•The teacher education unit’s faculty combined for the following impressive body of research: 11 publications, 39 national presentations, 55 productions by music faculty.

Teacher Preparation Program Data (cont.)

program during 2003-2004.

4.	Student/faculty ratio for student teaching and internship experiences.	8:1
5.	Student participation in student teaching.	
a.	Average number of hours per week required of student participation in supervised student teaching during academic year 2003-2004.	30
b.	Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2003-2004.	15
c.	Total number of hours required during academic year 2003-2004 for student teaching	450

1.	Total number of students formally admitted to the regular teacher preparation program and enrolled in one or more courses during academic year 2003-2004 including all areas of teaching specialization.	156
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 2003, Fall 2003, and/or Spring 2004.	32
3.	Supervising faculty for supervised student teaching and internship experiences.	
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 2003, Fall 2003, and Spring 2004.	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 2003, Fall 2003, and Spring 2004.	0
d.	Total number of supervising faculty for the teacher preparation	2

**LOUISIANA BOARD OF REGENTS
2004-2005 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 the regular and alternate certification students on the state teachers' examination (PRAXIS) was assessed. During the second phase (2002-2004), 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 with 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

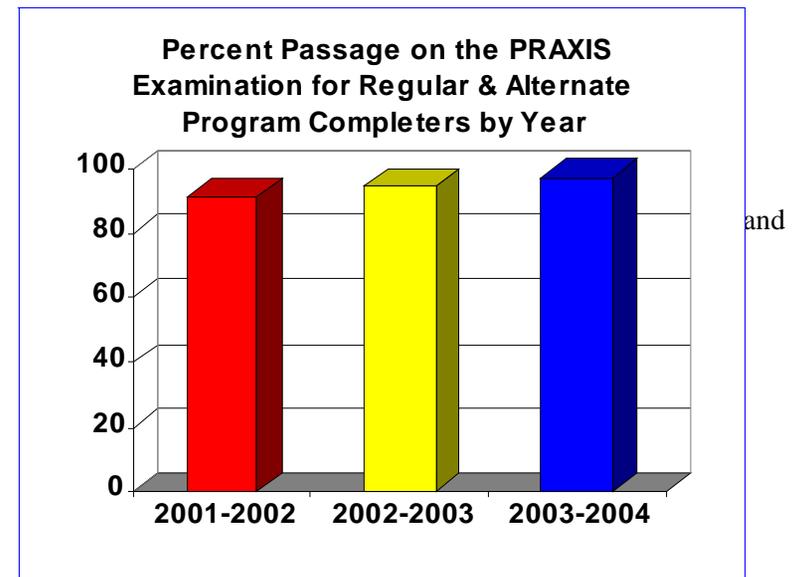
**A. Grade Performance of 2003-2004 Regular and Alternate Certification Program Completers on Certification Index
(Percentage of students who passed the PRAXIS examination)**

Grade: A
PRAXIS Passage Rate: 97%
Scaled Score: 124

The 2003-2004 PRAXIS passage rate has changed by 5.8% from the 2001-2002 rate of 91.2% and 2.9% from the 2002-2003 rate of 94.1%.

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 2002-2003 Program Completers on Graduate Satisfaction Survey

Grade: B

Mean Score of Survey Respondents: 110.92 over 3 years

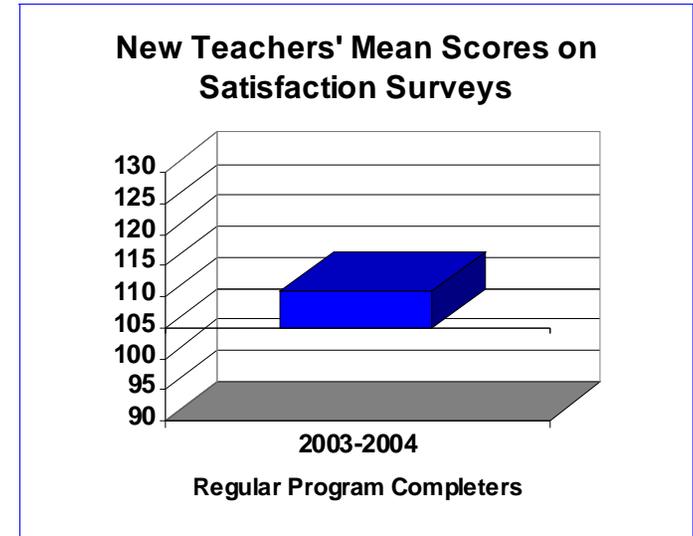
Total Number of Survey Respondents: 13

Respondents' Scaled Score: 89

The following scale was used to determine grades for mean responses on surveys:

- A+ = 128 & above
- A = 117.0 – 127.9
- B = 107.0 – 116.9
- C = 93.0 – 106.9
- Below C = below 93.0

See Appendix B for a breakdown of scores.



II. QUANTITY INDEX

Grade for Quantity Score

Grade: A+

Quantity Score: 37

Baseline Score: 22

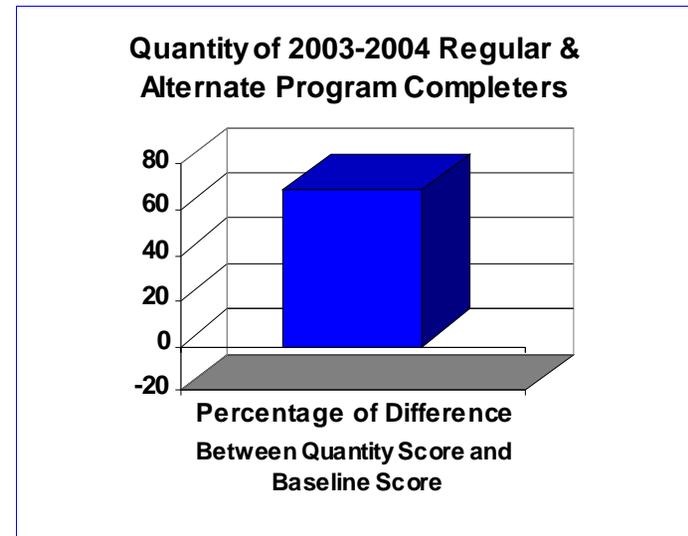
Percent Difference from Baseline: 68.18%

Scaled Score: 140

The following scale was used to determine quantity grades based upon percentage of between the 2002-2003 Quantity Score and Baseline Score:

- A+ = +15% and above
- A = +5% to +14% difference
- B = -3% to +4% difference
- C = -4% to -15% difference
- Below C = -16% and greater difference

See Appendix C for a breakdown of scores.



difference

III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

A. Teacher Preparation Performance Score	=	$(\text{Institutional Performance Index} + \text{Quantity Index}) \div 2$
	=	$\{([\text{Certification Scaled Score} \times .875] + [\text{Graduate Satisfaction Scaled Score} \times .125]) + \text{Quantity Scaled Score}\} \div 2$
	=	$\{([124 \times .875] + [89 \times .125]) + 140\} \div 2$
	=	$(119.63 + 140) \div 2$
	=	$259.63 \div 2$
	=	129.8

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' data were used. Future accountability cycles will use surveys administered to both regular and alternate program completers.

B. Teacher Preparation Performance Label	=	Exemplary
The following scale was used to assign the label:		
Exemplary Teacher Preparation Program	=	Teacher Preparation Performance Score of 125.0 and above
High Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 100.0 – 124.9
Satisfactory Teacher Preparation Program	=	Teacher Preparation Performance Score of 80.0 – 99.9
At-Risk Teacher Preparation Program	=	Teacher Preparation Performance Score of 50.0 – 79.9
Low Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 0 – 49.9

APPENDIX A

LOYOLA UNIVERSITY NEW ORLEANS

**PRAXIS EXAMINATION
PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS
2003-2004 PROGRAM COMPLETERS**

TYPES OF COMPLETERS	NUMBER PASSED	TOTAL NUMBER	PERCENTAGE PASSED
2003-2004 Regular Program Completers	26	26	100%
2003-2004 Alternate Program Completers	7	8	88%
Total	33	34	97%

Passage Rate Reports are not prepared for program completers from individual campuses who have completed all university course requirements for alternate certification, passed all PRAXIS examinations for certification, and completed three years of successful teaching in place of student teaching/internships. The numbers of alternate certification program completers who fit this category are listed in Appendix C. All have passed 100% of the PRAXIS examinations.



**HEA - Title II
2003-2004 Academic Year
Regular Program
Completers
Passage Rate Report**

Institution Name	LOYOLA UNIVERSITY NEW ORLEANS
Institution Code	6374
State	Louisiana
Number of Program Completers Submitted	26

<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>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
COMMUNICATION SKILLS	500				4		
GENERAL KNOWLEDGE	510				5		
PPST READING	710	2			97	97	100%
CBT READING	711	3			605	605	100%
PPST WRITING	720	2			96	96	100%
CBT WRITING	721	4			601	601	100%
PPST MATHEMATICS	730	2			85	85	100%
CBT MATHEMATICS	731	3			585	585	100%
COMPUTERIZED PPST READING	5710	18	18	100%	485	485	100%
COMPUTERIZED PPST WRITING	5720	17	17	100%	490	490	100%
COMPUTERIZED PPST MATHEMATICS	5730	19	19	100%	513	513	100%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520				4		
PRINCIPLES LEARNING & TEACHING K-6	522	14	14	100%	1070	1062	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				5		
PRINCIPLES LEARNING & TEACHING 7-12	524	12	12	100%	453	449	99%
Academic Content Areas							
ELEMENTARY EDUCATION	010				1		
ELEM ED CURR INSTRUC ASSESSMENT	011	1			135	131	97%
ELEM ED CONTENT AREA EXERCISES	012	1			136	135	99%



**HEA - Title II
2003-2004 Academic Year
Regular Program
Completers
Passage Rate Report**

Institution Name	LOYOLA UNIVERSITY NEW ORLEANS
Institution Code	6374
State	Louisiana
Number of Program Completers Submitted	26

<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>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	9			780	773	99%
EARLY CHILDHOOD EDUCATION	020				86	86	100%
BIOLOGY AND GENERAL SCIENCE	030				29	29	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			87	87	100%
ENG LANG LIT COMP PEDAGOGY	043	1			87	87	100%
MATHEMATICS	060				21	21	100%
MATHEMATICS CONTENT KNOWLEDGE	061				2		
CHEM PHYSICS AND GENERAL SCIENCE	070				5		
SOCIAL STUDIES	080				1		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				96	94	98%
SOCIAL STUDIES: INTERPRET MATERIALS	083				96	96	100%
PHYSICAL EDUCATION	090				58	58	100%
PHY EDUCATION: CONTENT KNOWLEDGE	091				2		
BUSINESS EDUCATION	100				9		
MUSIC EDUCATION	110	2			28	28	100%
MUSIC CONTENT KNOWLEDGE	113				4		
FAMILY AND CONSUMER SCIENCES	120				7		
MIDDLE SCHOOL SUBJECTS: CK	146				1		
FRENCH	170				1		



**HEA - Title II
2003-2004 Academic Year
Regular Program
Completers
Passage Rate Report**

Institution Name	LOYOLA UNIVERSITY NEW ORLEANS
Institution Code	6374
State	Louisiana
Number of Program Completers Submitted	26

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		
				<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	24	24	100%	1203	1203	100%
Aggregate - Professional Knowledge	26	26	100%	1532	1520	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	13	13	100%	1364	1350	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 Rates	26	26	100%	1542	1521	99%

***HEA - Title II
2003-2004 Academic Year
Alternate Certification Program Completers
Passage Rate Reports have not yet
been provided to states by
the Educational Testing Service.***

APPENDIX B

LOYOLA UNIVERSITY NEW ORLEANS

TEACHER PREPARATION PROGRAM ACCOUNTABILITY SURVEY

Regular Certification Program Data

2001-2004 Data

Total number of cases = 13

Mean Total Survey Score (adjusted) = 110.92*

Item Scores by Question

Items	Mean by Item	Number of Responses			
		Strongly Disagree	Disagree	Agree	strongly Agree
Planning					
1. Specify learning objectives in terms of clear, concise student outcomes.	3.31	0	1	7	5
2. Plan a series of activities that help my students achieve those objectives.	3.31	1	1	4	7
3. Successfully identify individual student differences in the context of a whole class.	3.15	0	3	5	5
4. Implement accommodations for individual student differences.	3.08	0	3	6	4
Instruction					

* As written, the survey contains 35 items. Technical difficulties with administration caused items 14 and 35 not to be administered in 2002-2003, and item 35 not to be administered in 2003-2004. The final score represents an adjustment to the mean scores to represent their equivalent out of 35 items. This was necessary in order to convert the survey scores to scaled scores and to merge scores for the three years of data reported for the accountability system.

5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.23	0	2	6	5
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.23	0	2	6	5
7. Integrate a variety of materials to achieve lesson objectives.	3.46	0	0	7	6
8. Change or adjust a lesson to respond to my students' outcomes.	3.31	0	2	5	6
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.31	0	1	7	5
10. Implement teacher-directed or student-centered activities that result in student learning.	3.31	1	0	6	6
11. Successfully plan for individual student differences in the context of a whole class.	3.31	0	1	7	5
12. Open, develop, and close a lesson effectively.	3.39	0	1	6	6
13. Integrate technology into my lessons.	3.31	0	1	7	5
14. Successfully present content at a developmentally appropriate level.	Technical Difficulties: This item not administered all years.				
15. Effectively use appropriate formal and informal assessment techniques.	3.23	1	0	7	5
16. Provide timely feedback to my students.	3.15	1	1	6	5
17. Produce evidence of student academic growth.	3.15	1	1	6	5
18. Employ effective teaching practices as modeled by faculty.	3.23	0	2	6	5
Instruction					

19. Relate examples, real-life situations, or current events to the content being taught.	3.54	0	0	6	7
20. Teach in one or more subject areas.	3.62	0	0	5	8
21. Communicate effectively with students.	3.46	0	1	5	7
22. Encourage participation from all students.	3.39	0	1	6	6
23. Monitor the ongoing performance of students.	3.39	0	1	6	6
Management					
24. Facilitate learning by organizing available space, materials, and equipment.	3.23	0	1	8	4
25. Maintain a positive learning environment.	3.23	0	1	8	4
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3	0	3	7	3
27. Manage and adjust my time to ensure that learning objectives are met.	2.92	1	2	7	3
28. Clearly communicate my expectations for appropriate behavior to my students.	2.92	1	1	9	2
29. Monitor and respond to appropriate student behavior in an effective way.	2.92	1	2	7	3
30. Monitor and respond to inappropriate student behavior in an effective way.	2.92	1	2	7	3

School Improvement

31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	2.84	1	3	6	3
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3	1	2	6	4
33. Collaboratively and effectively work with colleagues.	3.23	1	1	5	6
34. Understand the importance of and plan for professional development.	2.84	2	1	7	3
Overall		poor			excellent
Overall, how would you rate the effectiveness of your teacher preparation program in preparing you to improve student learning?	Technical Difficulties: This item not administered all years.				

APPENDIX C

LOYOLA UNIVERSITY NEW ORLEANS

2004-2005 POINTS FOR QUANTITY INDEX

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.

QUANTITY POINTS

A. 2003-2004 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2003 – June 30, 2004.

Program Completers Undergraduates	Program Completers Alternate Certification Courses with Internship/Student Teaching	Program Completers Alternate Certification Courses with 3 Years of Successful Teaching	Program Completers TOTAL
26	8	0	34

B. BONUS POINTS

In addition, one-half a point is assigned to every 2003-2004 regular and alternate program completer that met the criteria for each of the following teacher shortage areas.

Teacher Shortage Areas	Program Completers Undergraduates	Program Completers Alternate Certification Courses with Internship/Student Teaching	Program Completers Alternate Certification Courses with 3 Years of Successful Teaching
MINORITIES	4	2	
MATHEMATICS			
SCIENCE			
General Science			
Biology			
Chemistry			
Physics			
Earth Science			
Environmental Science			
MIDDLE SCHOOL			
SPECIAL EDUCATION			
MALE			
Early Childhood			
Elementary			

HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)			
Subtotals for Bonus Points	4	2	0
TOTAL BONUS POINTS	6/2 = 3		

TOTAL POINTS: 34 + 3 = 37