



LOUISIANA BOARD OF REGENTS

2006-2007 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

XAVIER UNIVERSITY OF LOUISIANA

Message from the Commissioner:

The annual Board of Regents Institutional Report for the Preparation of Teachers, begun in 2002, is a fundamental component of Louisiana's nationally-recognized effort to enhance the quality of its public and private teacher education programs. Given the universally acknowledged impact of educational attainment on economic development, this report takes on even greater significance as Louisiana continues its recovery from the storms of 2005. Teacher preparation programs across Louisiana have continued to exhibit extraordinary efforts as they have addressed the emotional and academic needs of their teacher candidates. I am confident that this effort is helping to move Louisiana closer to our goal of providing a caring, competent teacher for every student in every classroom every year.

*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 2005, the university had a total enrollment of 3,091 students, of whom there were 2,690 undergraduate students, 253 first-professional students, and 148 graduate students. A total of 812 students were males and 2,279 were females. The majority of the students were from Louisiana, with a total of 1,567 in-state students, 1,446 out-of-state students, and 78 foreign students. Among students enrolled in the undergraduate program, 2,085 were black, 70 were white, 62 were foreign students, and 473 were other races. Among students enrolled in the first-professional program, 124 were black, 41 were white, 15 were foreign students, and 73 were

Student Characteristics of University (Cont'd.)

other races. Among students enrolled in the graduate program, 133 were black, 9 were white, 1 was a foreign student, 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 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.
- Fall 2005 began one week before Katrina devastated the Gulf Coast region. Despite sustaining multimillions of dollars in damages, Xavier was able to reopen its doors January 2006. We began with week 2 of Fall 2005. This semester ended April 2006. The spring semester ended August 2006, suspending both summer sessions. Graduation occurred August 12, 2006.
- Xavier, like many area universities and colleges, lost faculty, staff and students. Upon returning to campus in January, the undergraduate teacher preparation program reopened with 48 students and the graduate program opened with 103. Both represent a significant reduction in our student population.
- To accommodate the 103 returning graduate students, who were mainly scattered throughout the United States, online delivery of graduate courses was implemented.

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

- Despite the aftermath of the storm, Xavier University’s Division of Education marked a major milestone during this reporting period. The teacher education program’s redesigned graduate program in Education Leadership Program and the redesigned undergraduate K-12 programs were fully implemented. Within the redesigned Educational Leadership Program courses were deleted, added and adjusted to meet the standards of the Interstate School Leaders Licensure Standards and to emphasize leadership in curriculum, instruction and assessment.
- The PATHWAYS TO TEACHING CAREERS program, initially funded by DeWitt 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 Practitioner Program or the Master of Arts program. A total of 150 individuals can get certified over the course of 5 years through funds from this grant. The grant is in year five and Xavier has been granted a no-cost extension until 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. The grant will continue through 2008.
- The Division of Education is actively participating in the NCATE Initiative, Reading First Teacher Education Network (RFTEN). Dr. Glenda Hembree and Mrs. Kenya Campbell are helping to align our undergraduate and graduate programs with Reading First Competencies.

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 2005-2006 including all areas of teaching specialization. | 16 |
|---|----|

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 2005, Fall 2005, and/or Spring 2006. | 15 |
| 3. Supervising faculty for supervised student teaching and internship experiences. | |
| a. Number of appointed full time faculty in professional education | 6 |
| b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2005, Fall 2005, and Spring 2006. | 2 |
| c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2005, Fall 2005, and Spring 2006. | 0 |
| d. Total number of supervising faculty for the teacher preparation program during 2005-2006. | 5 |
| 4. Student/faculty ratio for student teaching and internship experiences. | 5:1 |
| 5. Student participation in student teaching. | |
| a. Average number of hours per week required of student participation in supervised student teaching during academic year 2005-2006. | 30 |
| b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2005-2006. | 14 |
| c. Total number of hours required during academic year 2005-2006 for student teaching. | 420 |



LOUISIANA BOARD OF REGENTS 2006-2007 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 during 2006-07. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06 Institutional Reports for the Preparation of Teachers* and *2006-07 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/2006>. 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
2005-2006 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

| UNIVERSITIES | TYPES OF PROGRAMS | TOTAL COMPLETED | NUMBER PASSED | PERCENTAGE PASSED |
|--|---|------------------------|----------------------|--------------------------|
| XAVIER UNIVERSITY LOUISIANA | HEA Title II 2005-2006 Regular Program Completers | 7 | 7 | 100% |
| | HEA Title II 2005-2006 Alternate Program Completers | 6 | 6 | 100% |
| | Total Number of 2005-2006 Program Completers | 13 | 13 | 100% |

**HEA TITLE II 2005-2006 ACADEMIC YEAR PASSAGE RATES REPORTS FOR
REGULAR PROGRAM COMPLETERS
ARE LOCATED ON THE FOLLOWING PAGES.**

**HEA TITLE II 2005-2006 ACADEMIC YEAR PASSAGE RATES REPORTS FOR
ALTERNATE PROGRAM COMPLETERS
ARE NOT YET AVAILABLE FROM THE EDUCATIONAL TESTING SERVICE
FOR DISSEMINATION TO THE PUBLIC.**



**HEA - Title II
2005-2006 Academic Year
Regular Program Completers
Passage Rate Scores**

| | |
|---|-------------------------|
| 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, 2007

| <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 | | | | | | | |
| PPST READING | 710 | | | | 310 | 310 | 100% |
| CBT READING | 711 | | | | 14 | 14 | 100% |
| PPST WRITING | 720 | | | | 310 | 310 | 100% |
| CBT WRITING | 721 | | | | 18 | 18 | 100% |
| PPST MATHEMATICS | 730 | | | | 304 | 304 | 100% |
| CBT MATHEMATICS | 731 | | | | 16 | 16 | 100% |
| COMPUTERIZED PPST READING | 5710 | | | | 1063 | 1063 | 100% |
| COMPUTERIZED PPST WRITING | 5720 | | | | 1064 | 1064 | 100% |
| COMPUTERIZED PPST MATHEMATICS | 5730 | | | | 1075 | 1075 | 100% |
| Professional Knowledge | | | | | | | |
| EARLY CHILDHOOD EDUCATION | 020 | | | | 99 | 99 | 100% |
| EDUC. EXCEPTIONAL STUDENTS: CK | 353 | | | | 52 | 52 | 100% |
| PRINCIPLES LEARNING & TEACHING K-6 | 522 | | | | 835 | 833 | 100% |
| PRINCIPLES LEARNING & TEACHING 5-9 | 523 | | | | 17 | 17 | 100% |
| PRINCIPLES LEARNING & TEACHING 7-12 | 524 | | | | 494 | 492 | 100% |
| ED EXCEPT STUDENTS: MILD MODER. DISABIL | 542 | | | | 50 | 50 | 100% |



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| <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 | | | | 912 | 909 | 100% |
| BIOLOGY AND GENERAL SCIENCE | 030 | | | | 10 | 10 | 100% |
| ENG LANG LIT COMP CONTENT KNOWLEDGE | 041 | | | | 100 | 98 | 98% |
| ENG LANG LIT COMP PEDAGOGY | 043 | | | | 100 | 100 | 100% |
| MIDDLE SCHOOL ENGLISH LANGUAGE ARTS | 049 | | | | 4 | | |
| TECHNOLOGY EDUCATION | 050 | | | | 1 | | |
| MATHEMATICS: CONTENT KNOWLEDGE | 061 | | | | 60 | 59 | 98% |
| MIDDLE SCHOOL MATHEMATICS | 069 | | | | 4 | | |
| CHEM PHYSICS AND GENERAL SCIENCE | 070 | | | | 9 | | |
| SOCIAL STUDIES: CONTENT KNOWLEDGE | 081 | | | | 113 | 113 | 100% |
| SOCIAL STUDIES: INTERPRET MATERIALS | 083 | | | | 112 | 112 | 100% |
| MIDDLE SCHOOL SOCIAL STUDIES | 089 | | | | 1 | | |
| PHYSICAL EDUCATION | 090 | | | | 3 | | |
| PHYSICAL ED: CONTENT KNOWLEDGE | 091 | | | | 105 | 105 | 100% |
| BUSINESS EDUCATION | 100 | | | | 7 | | |
| MUSIC CONTENT KNOWLEDGE | 113 | | | | 62 | 62 | 100% |
| FAMILY AND CONSUMER SCIENCES | 120 | | | | 5 | | |
| ART CONTENT KNOWLEDGE | 133 | | | | 17 | 17 | 100% |



**HEA - Title II
2005-2006 Academic Year
Regular Program Completers
Passage Rate Scores**

| | |
|---|-------------------------|
| 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, 2007

| | | | | | Statewide | | |
|---|-------------------------------|---------------------------------|----------------------------------|--------------------------------|---------------------------------|----------------------------------|----------------------------|
| <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> | <i>Number Taking Assessment</i> | <i>Number Passing Assessment</i> | <i>Statewide Pass Rate</i> |
| Academic Content Areas (Cont'd.) | | | | | | | |
| FRENCH CONTENT KNOWLEDGE | 173 | | | | 5 | | |
| SPANISH CONTENT KNOWLEDGE | 191 | | | | 2 | | |
| SPEECH COMMUNICATION | 220 | | | | 4 | | |
| BIOLOGY CONTENT KNOWLEDGE | 235 | | | | 7 | | |
| MIDDLE SCHOOL SCIENCE | 439 | | | | 2 | | |
| AGRICULTURE | 700 | | | | 7 | | |



**HEA - Title II
2005-2006 Academic Year
Regular Program Completers
Passage Rate Report**

| | |
|---|-------------------------|
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| 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, 2007

| | | | | 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 | 6 | | | 1405 | 1405 | 100% |
| Aggregate - Professional Knowledge | 7 | | | 1495 | 1491 | 100% |
| Aggregate - Academic Content Areas (Math, English, Biology, etc.) | 7 | | | 1440 | 1434 | 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 | 7 | | | 1474 | 1464 | 99% |

Notes:

- 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.