



# LOUISIANA BOARD OF REGENTS 2005-2006 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS XAVIER UNIVERSITY OF LOUISIANA

## Message from the Commissioner:

*The Board of Regents is proud of all the teacher preparation programs in our state that reached out to restore education in Louisiana after the devastation of Hurricanes Katrina and Rita. The storms displaced over 84,000 university students, 176,000 K-12 students, 12,000 K-12 teachers, and 1.3 million citizens during fall 2005. The outreach by university faculty and their pre-service teachers was unprecedented. Displaced pre-service teachers were welcomed into new university environments and provided basic essentials to resume their education; pre-service teachers volunteered their time in shelters and helped deliver enrichment programs to displaced children; pre-service teachers assisted overcrowded schools deliver instruction to children who were experiencing emotional turmoil due to unimaginable losses; and displaced student teachers were welcomed into K-12 schools in new communities and provided clothing and housing to help them graduate on time. Of equal importance, faculty who lost their homes, personal belongings, and professional resources returned to their universities and joined in efforts to locate their displaced university students and rebuild the educational programs on their damaged campuses. The compassion and dedication demonstrated by teacher preparation faculty and pre-service teachers during this past year will not be forgotten.*

**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 2004, the university had a total enrollment of 3,879 undergraduate and 242 graduate students. A total of 996 students were males and 3,125 were females.

## Student Characteristics of University

The majority of the students were from Louisiana with a total of 2,007 in-state students, 2,009 out-of-state students, and 105 foreign students. Among students enrolled in the undergraduate program, 2,750 were black, 52 were white, and 488 were other races. Among students enrolled in the graduate program, 219 were black, 16 were white, and 7 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.
- Xavier University's Division of Education marked a major milestone during this reporting period. The teacher education program redesigned graduate programs in Curriculum and Instruction and in Educational Leadership Program and the undergraduate K-12 programs were approved. 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 Division of Education hosted a Pre-Service Teacher Institute (PSTI) in partnership with NASA and the John Stennis Space Center in Mississippi. These institutes trained pre-service candidates from Historically Black Colleges and Universities (HBCU) from multiple institutions, both public and private, representing all regions of the eastern and southern sections of the nation.

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

- 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 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 three and will continue for two more years.
- 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 is in the final planning phase of program implementation at the newly refurbished off-campus center (building donated by State Farm Insurance Companies along with \$150,000.00) located in the St. Roch neighborhood in downtown New Orleans. This center will house faculty and staff who will provide educational programming, community and school counseling, and technology training utilizing the computer lab(s) within the 1,800 square foot structure. Counseling, tutoring, and community-based programs will begin Fall 2005.

**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 2004-2005 including all areas of teaching specialization.	23
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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 2004, Fall 2004, and/or Spring 2005.	26
3. Supervising faculty for supervised student teaching and Internship experiences.	
a. Number of appointed full time faculty in professional Education.	4
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2004, Fall 2004, and Spring 2005.	1
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2004, Fall 2004, and Spring 2005.	0
d. Total number of supervising faculty for the teacher preparation program during 2004-2005.	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 2004-2005.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2004-2005.	14
c. Total number of hours required during academic year 2004-2005 for student teaching.	420

**LOUISIANA BOARD OF REGENTS  
2005-2006 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

**XAVIER UNIVERSITY OF LOUISIANA**

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' examination (PRAXIS) and ratings by teachers of their satisfaction with 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. However, quantity and PRAXIS examination passage rate data that can be collected are being disseminated to the public in a *2005-06 Institutional Report for the Preparation of Teachers*.

**QUANTITY OF PROGRAM COMPLETERS AND  
SUMMARY OF PRAXIS EXAMINATION PASSAGE RATES  
2004-2005 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

	<b>TOTAL NUMBER</b>	<b>NUMBER PASSED</b>	<b>PERCENTAGE PASSED</b>
2004-2005 Regular Program Completers	10	8	<b>80%</b>
2004-2005 Alternate Program Completers	29	29	<b>100%</b>
Total	39	37	<b>95%</b>



**HEA - Title II  
2004-2005 Academic  
Year**

<b>Institution Name</b>	XAVIER UNIVERSITY OF LA
<b>Institution Code</b>	6975
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	10
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	10

September 30, 2006

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
<b>Basic Skills</b>							
PPST READING	710	1			234	234	100%
CBT READING	711	1			124	124	100%
PPST WRITING	720	2			230	230	100%
CBT WRITING	721				121	121	100%
PPST MATHEMATICS	730	1			227	227	100%
CBT MATHEMATICS	731				114	114	100%
COMPUTERIZED PPST READING	5710	8			968	968	100%
COMPUTERIZED PPST WRITING	5720	8			972	972	100%
COMPUTERIZED PPST MATHEMATICS	5730	9			991	991	100%
<b>Professional Knowledge</b>							
EARLY CHILDHOOD EDUCATION	020	1			52	52	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	3			25	25	100%
PRINCIPLES LEARNING & TEACHING K-6	522	5			910	905	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				7	7	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	1			553	548	99%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	3			24	24	100%
<b>Academic Content Areas</b>							
ELEM ED CONTENT AREA EXERCISES	012				2	2	100%
ELEMENTARY ED CONTENT KNOWLEDGE	014	8			880	868	99%

<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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September 30, 2006

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
<b>Academic Content Areas</b>							
BIOLOGY AND GENERAL SCIENCE	030				29	26	90%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			94	92	98%
ENG LANG LIT COMP PEDAGOGY	043	1			93	93	100%
MATHEMATICS	060				3	3	100%
MATHEMATICS: CONTENT KNOWLEDGE	061				43	43	100%
MIDDLE SCHOOL MATHEMATICS	069				1	1	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				5	5	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				132	132	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083				133	133	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				2	2	100%
PHYSICAL EDUCATION	090				13	13	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091				56	56	100%
BUSINESS EDUCATION	100				9	9	100%
MUSIC EDUCATION	110				5	5	100%
MUSIC CONTENT KNOWLEDGE	113				49	49	100%
FAMILY AND CONSUMER SCIENCES	120	1			9	9	100%
FRENCH	170				1	1	100%
SPANISH CONTENT KNOWLEDGE	191				6	6	100%
MIDDLE SCHOOL SCIENCE	439				1	1	100%

<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>Institution Code</b>	6975
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	10
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	10

*September 30, 2006*

				<b>Statewide</b>		
<i>Type of Assessment<sup>2</sup></i>	<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	10	10	100%	1342	1342	100%
Aggregate - Professional Knowledge	10	10	100%	1547	1537	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	10	8	80%	1346	1329	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	10	8	80%	1543	1520	99%

- <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 passrate.



**HEA - Title II  
2004-2005 Academic  
Year  
Quartile Ranking**

<b>Institution Name</b>	XAVIER UNIVERSITY OF LA
<b>Institution Code</b>	6975
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	10
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	10
<b>Number of Individuals Licensed</b>	
<b>Number of Out-Of-State Program Completers</b>	
<b>Number of In-State Program Completers</b>	1543

September 30, 2006

<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Institutional Quartile Rank</i>	<b>Statewide</b>		
					<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	10	10	100%	I	1342	1342	100%
Aggregate - Professional Knowledge	10	10	100%	I	1547	1537	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	10	8	80%	IV	1346	1329	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)							
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)							
Aggregate - Performance Assessments							
<b>Summary Totals and Pass Rates<sup>5</sup></b>	10	8	80%	IV	1543	1520	99%



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<b>Number of Program Completers Submitted</b>	30
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	29

September 30, 2006

					<b>Statewide</b>		
<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>
<b>Basic Skills</b>							
PPST READING	710	1			86	86	100%
CBT READING	711	6			143	143	100%
PPST WRITING	720	2			86	86	100%
CBT WRITING	721	6			144	144	100%
PPST MATHEMATICS	730	1			87	87	100%
CBT MATHEMATICS	731	6			140	140	100%
COMPUTERIZED PPST READING	5710	10	10	100%	471	470	100%
COMPUTERIZED PPST WRITING	5720	8			474	474	100%
COMPUTERIZED PPST MATHEMATICS	5730	10	10	100%	485	485	100%
<b>Professional Knowledge</b>							
EARLY CHILDHOOD EDUCATION	020	1			27	27	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	2			88	88	100%
PRINCIPLES LEARNING & TEACHING K-6	522	13	13	100%	393	393	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				27	27	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	7			401	401	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	2			80	80	100%
ED EXCEPT STUDENTS: SEV. PROFND DISABIL	544				1	1	100%
<b>Academic Content Areas</b>							
ELEM ED CURR INSTRUC ASSESSMENT	011	1			46	46	100%
ELEM ED CONTENT AREA EXERCISES	012	1			38	38	100%
ELEMENTARY ED CONTENT KNOWLEDGE	014	20	20	100%	446	444	100%



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ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			94	92	98%
ENG LANG LIT COMP PEDAGOGY	043	1			93	93	100%
MATHEMATICS	060				3	3	100%
MATHEMATICS: CONTENT KNOWLEDGE	061				43	43	100%
MIDDLE SCHOOL MATHEMATICS	069				1	1	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				5	5	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				132	132	100%
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MUSIC CONTENT KNOWLEDGE	113				49	49	100%
FAMILY AND CONSUMER SCIENCES	120	1			9	9	100%
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SPANISH CONTENT KNOWLEDGE	191				6	6	100%
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*September 30, 2006*

				<b>Statewide</b>		
<i>Type of Assessment<sup>2</sup></i>	<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	17	17	100%	730	729	100%
Aggregate - Professional Knowledge	23	23	100%	931	931	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	30	30	100%	883	879	100%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	29	29	100%	1046	1042	100%

- <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.
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- <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 passrate.