

2019 EPP Annual Report

CAEP ID:	10222	AACTE SID:	5125
Institution:	Xavier University of Louisiana		
Unit:	Division of Education and Counseling		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2017-2018 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure¹ 9

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)² 12

Total number of program completers 21

¹ For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

² For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2017-2018 academic year?

- 3.1 Changes in the established mission or objectives of the institution/organization or the EPP _____
- 3.2 Any change in the legal status, form of control, or ownership of the EPP. _____
- 3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited _____
- 3.4 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited _____
- 3.5 A contract with other providers for direct instructional services, including any teach-out agreements _____
- Any change that means the EPP no longer satisfies accreditation standards or requirements:
- 3.6 Change in regional accreditation status _____
- 3.7 Change in state program approval _____

Section 4. Display of Annual Reporting Measures.

Annual Reporting Measures (CAEP Component 5.4 A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3 A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4 A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

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Link: <https://regents.la.gov/divisions/planning-research-and-academic-affairs/academic-affairs/teacher-education-initiatives/teacher-preparation-data-dashboards-fact-book/>

Description of data accessible via link: You will find the 2014, 2015, 2016, 2017 and data dashboards and fact books at this link.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

*What has the provider learned from reviewing its Annual Reporting Measures over the past three years?
 Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?
 Are benchmarks available for comparison?
 Are measures widely shared? How? With whom?*

Student impact data is available through the State of Louisiana's Data Dashboard that reports program completers' impact of students' learning based on the COMPASS Teacher Evaluation Rubric. In Louisiana, teachers are evaluated on how well they meet student learning outcomes or how much value they add to student learning and Principal observation of teaching practices. The dashboard provides data on the quality of performance for each teacher preparation program in the state, as measured by the effectiveness of each program's first- and second-year teachers.

Measure 1 - Impact on Student Learning and Development. Xavier prepared teachers with less than two years of teaching showed a strong impact on K – 12 students. This is evident in the high percentage of Xavier prepared novice teachers who demonstrated high levels of effectiveness for student outcomes as measured by COMPASS Teacher Evaluation Rubric. The 2018 dashboard shows that 100% of the teachers prepared in the undergraduate pathway, scored effective proficient or highly effective. Additionally, across both pathways, over 75% of the teachers prepared at Xavier scored in the top two tiers of the Compass rubric for both student outcomes and overall impact and demonstrated teaching skills. The unexpected trend is that the undergraduate completers are outperforming the graduate completers. Faculty and staff believe that the undergraduate field experiences and practicums are responsible for this trend. As a result of this data, in 2016, we co-designed a graduate residency program with five charter management organizations and New Schools for New Orleans. One of the goals of the residency program is to provide the MAT candidate with one year of "practice" teaching under the supervision of an effective teacher, BEFORE they become a teacher of record. The first class of residents will graduate 2019. Another surprising trend is that the undergraduate completers remain in the profession for a shorter amount of time than the graduate completers. From 2016 - 2017, 43% of the undergraduates and 54% of the graduate completers remained in teaching for five years. To investigate the cause of this trend, undergraduate completers

will be identified and contacted. Faculty and staff hypothesize, because many of the undergraduates in Xavier's program are not from Louisiana, they return home to teach within three years of graduating. The data dashboards only report data on completers employed in Louisiana K - 12 schools.

Measure 2 - Teacher Effectiveness. From the data dashboard, overall performance, which include "student impact" and "demonstrated teaching skills" scores, will be used for this measure. Analyzing the scores reported from 2016 - 2018, graduate completers scored 2% ineffective, 22% emerging effective, 57% effective proficient and 19% highly effective. The undergraduate completers out performed their graduate counterparts in this area also; 0% scored ineffective, 9% scored emerging effective, 57% scored effective proficient and 34% scored highly effective.

Measure 3 - Satisfaction of Completers. The EPP collects "satisfaction of completers" data in the university-wide exit interview. From 2015 - 2018, data has been collected from all graduate students. For the purpose of this report, MAT data was extrapolated and the analysis of the data found:

- o In 2015 – 2016, among MAT graduates, the statement “The field experience/practicum were meaningful” received a high percentage of “Excellent” response (87.5%).
- o In 2016–17, among MAT graduates, three statements (“Faculty implemented curriculum that exemplified equity and diversity;” “Faculty evaluated and used data effectively to assess the needs of all students;” “The program included content that will be relevant in my career choice”) received the highest percentage of “Excellent” responses (87.5%).
- o In 2016-17, among MAT graduates, seventy-percent of the students rated the field/clinical practicum experiences as excellent.
- o In 2016–17, among MAT graduates, the statement “Faculty implemented curriculum that included methods and strategies for applying technology” received a 62.5 percentage of “Excellent” responses.
- o In 2017–18, among MAT graduates, the statement, “The program included content that will be relevant in my career choice” received the highest percentage of “Excellent” responses (100%).
- o In 2017–18, among MAT graduates, three statements, “Faculty implemented curriculum that exemplified equity and diversity;” “Faculty evaluated and used data effectively to assess the needs of all students;” and, “The field/clinical practicum experiences were meaningful” received 75% of “Excellent” responses.

At the summer retreat, faculty and staff will analyze the statements for trends.

Measure 6 - Meet licensing state requirements - 100% of program completers pass all parts of the teacher licensure exam.

Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Waived

Section 6. Continuous Improvement

Waived

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2019 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Renee Akbar

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

CAEP Accreditation Policy

Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site visits.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.

4. Collect headcount completer data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

Policy 8.05 Misleading or Incorrect Statements

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site visit report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

Acknowledge