



LOUISIANA BOARD OF REGENTS 2006-2007 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS NICHOLLS STATE UNIVERSITY

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

Nicholls State University commits itself to offering an excellent comprehensive education that meets the needs of the communities it serves. Through quality teaching, research, and service, the University strives to achieve accreditation in all eligible programs, evidence of its commitment to south central Louisiana and beyond.

Student Characteristics of University

During Fall 2005, the university had a total enrollment of 6,886 undergraduate and 645 graduate students. A total of 2,735 students were males and 4,796 were females. The majority of the students were from Louisiana with a total of 7,207 in-state students, 242 out-of-state students, and 82 foreign students. Among students enrolled

Student Characteristics of University (Cont'd.)

in the undergraduate program, 1,395 were black, 4,964 were white, and 527 were other races. Among students enrolled in the graduate program, 130 were black, 465 were white, and 50 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 Board of Elementary and Secondary Education.

Notable Features and Accomplishments of Teacher Preparation Program

- In July 2006, Nicholls State University named a new dean of the College of Education, Dr. Deborah E. Bordelon. Her areas of expertise include literacy education and special education. She previously served as the Chair of the Division of Education at Xavier University of Louisiana.
- The College of Education received state approval of the Master's in Curriculum and Instruction with a concentration in High Incidence Disabilities. This program is designed to provide in-depth knowledge to certified teachers in the area of mild/moderate special education.
- The delivery of the Reading Specialist master's program has been redesigned to promote high quality content, flexibility, and technology. Candidates in the program will be able to complete the program in a year and a half.

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

- The College of Education was awarded two Learn and Serve grants through the University of Louisiana system. One grant in Teacher Education for \$28,350 focuses on helping students impacted by the hurricanes develop their literacy skills. The other grant in Family and Consumer Sciences for 29,925 focuses on displaced senior citizens.
- The College of Education entered into a professional development school partnership with South Thibodaux Elementary as a pilot. This project is supported through the State Department of Education. The focus is on promoting preparation in inclusive teaching practices. Nicholls faculty and candidates in the undergraduate and graduate programs are working with the faculty and administration at South Thibodaux to design professional development and field experiences that promote best practices in inclusive education.
- Family and Consumer Sciences underwent their accreditation visit with the American Association of Family and Consumer Sciences in November. The final report will be received in April and May 2007.
- The School Psychology Specialist program received national recognition from the National Association of School Psychologists.
- The College of Education continues to participate in the Transition to Teaching consortium with three other Louisiana universities. The focus is on recruiting and retaining math, science, and special education teachers into the alternative certification program.
- A College of Education Alumni Association was formed to bring together graduates from the departments housed in the college. The alumni association will promote networking opportunities, community and university projects, and mentoring.

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.	1,101
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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 2005, Fall 2005, and/or Spring 2006.	153
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	20
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2005, Fall 2005, and Spring 2006.	3
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.	3
d. Total number of supervising faculty for the teacher preparation program during 2005-2006.	26
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.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2005-2006.	15
c. Total number of hours required during academic year 2005-2006 for student teaching.	525



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
NICHOLLS STATE UNIVERSITY	HEA Title II 2005-2006 Regular Program Completers	108	108	100%
	HEA Title II 2005-2006 Alternate Program Completers	16	16	100%
	Total Number of 2005-2006 Program Completers	124	124	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	NICHOLLS STATE UNIVERSITY
Institution Code	6221
State	Louisiana
Number of Program Completers Submitted	108
Number of Program Completers found, matched, and used in passing rate Calculations¹	108

March 30, 2007

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	39	39	100%	310	310	100%
CBT READING	711	2			14	14	100%
PPST WRITING	720	44	44	100%	310	310	100%
CBT WRITING	721	2			18	18	100%
PPST MATHEMATICS	730	40	40	100%	304	304	100%
CBT MATHEMATICS	731	1			16	16	100%
COMPUTERIZED PPST READING	5710	62	62	100%	1063	1063	100%
COMPUTERIZED PPST WRITING	5720	58	58	100%	1064	1064	100%
COMPUTERIZED PPST MATHEMATICS	5730	62	62	100%	1075	1075	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020				99	99	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	9			52	52	100%
PRINCIPLES LEARNING & TEACHING K-6	522	68	68	100%	835	833	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	2			17	17	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	29	29	100%	494	492	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	9			50	50	100%



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					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	77	77	100%	912	909	100%
BIOLOGY AND GENERAL SCIENCE	030				10	10	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	2			100	98	98%
ENG LANG LIT COMP PEDAGOGY	043	2			100	100	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				4		
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	5			60	59	98%
MIDDLE SCHOOL MATHEMATICS	069	1			4		
CHEM PHYSICS AND GENERAL SCIENCE	070				9		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	7			113	113	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	7			112	112	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				1		
PHYSICAL EDUCATION	090				3		
PHYSICAL ED: CONTENT KNOWLEDGE	091	5			105	105	100%
BUSINESS EDUCATION	100	2			7		
MUSIC CONTENT KNOWLEDGE	113	4			62	62	100%
FAMILY AND CONSUMER SCIENCES	120	2			5		
ART CONTENT KNOWLEDGE	133	1			17	17	100%



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					Statewide		
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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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March 30, 2007

<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	Statewide		
				<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	105	105	100%	1405	1405	100%
Aggregate - Professional Knowledge	108	108	100%	1495	1491	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	106	106	100%	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	108	108	100%	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.