

LOUISIANA BOARD OF REGENTS 2008-2009 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS NICHOLLS STATE UNIVERSITY

Message from the Commissioner:

Louisiana's teacher preparation reform efforts have brought national attention to our state and we commend everyone who has worked toward our success. It is exciting to find that preliminary results from the state's Value-Added Teacher Preparation Assessment Model have indicated that some teacher preparation programs in our state are demonstrating greater gains in student achievement than experienced teachers, another effort of national significance. These collective initiatives are all designed to improve the education of Louisiana's students and will assist us in meeting our goal of awarding 10,000 additional degrees or certificates by 2015. We are grateful to our campuses for their steadfast dedication to this work in these difficult economic times.

Dr. Sally Clausen
Commissioner of Higher Education

Mission of University

Nicholls State University provides a unique blend of excellent academic programs to meet the needs of Louisiana and beyond. The university cultivates productive, responsible, engaged citizens in a personalized, culturally rich and dynamic learning environment through quality teaching, research, and service.

Student Characteristics of University

During Fall 2007, the university had a total enrollment of 6201 undergraduate and 681 graduate students. A total of 2486 students were males and 4396 were females. The majority of the students were from Louisiana with a total of 6535 in-state students, 227 out-of-state students, and 120 foreign students. Among students enrolled in the undergraduate program, 1118 were black, 4640 were white, and 443 were other races. Among students enrolled in the graduate program, 116 were black, 533 were white, and 32 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

- The first cohort of 22 graduates from the redesigned Educational Leadership Program completed the program in summer 2007. The Educational Leadership program has been redesigned to promote high quality content, flexibility, and technology. Candidates in the program will be able to complete the program in two years.
- In spring 2008, the Early Childhood Education Program instituted a cohort model as a means for recruiting candidates. Candidates entering the cohort will be able to complete the program in two years.
- The College of Education is collaborating with the College of Arts and Sciences and St. James Parish School System in the dual enrollment program. The goal for St. James Parish is to develop resources so that high school students can graduate with over 30 hours of college credit. They will also provide opportunities for surrounding school systems within the region to join the collaboration.
- The College of Education collaborated with Lafourche Parish Schools to further develop K-12 teachers' knowledge and skills in the elements of art and art movements. To reach this goal the collaborative team focused on the development of a systematic standards-based art education instruction program to integrate art throughout the K-12 academic subject areas.

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

- The College of Education continued to collaborate with Lafourche Parish School System to provide K-12 teachers with the content knowledge and pedagogical skills to more effectively teach American History.
- The Center for the Study of Dyslexia and Related Learning Disorders began collaboration with other universities, state department personnel to develop an add-on certification for teaching dyslexic students.
- The Family and Consumer Sciences Department expanded the services of the Infant and Toddler program to provide more field experiences for the Birth through Five Education Majors.
- The Teacher Education Department has designed and submitted a non-master's alternative certification program in Human Performance Education.

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 2007-2008 including all areas of teaching specialization.	509
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 2007, fall 2007, and/or spring 2008.	125

Teacher Preparation Program Data (Cont'd)

3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	27
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2007, Fall 2007, and Spring 2008.	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 2007, fall 2007, and spring 2008.	3
d. Total number of supervising faculty for the teacher preparation program during 2007-2008.	30
4. Student/faculty ratio for student teaching and internship experiences.	5/6:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2007-2008.	40
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2007-2008.	15
c. Total number of hours required during academic year 2007-2008 for student teaching.	600



LOUISIANA BOARD OF REGENTS

2008-2009 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

OVERVIEW

In compliance with the Higher Education Opportunity 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 was assessed and the *institutional performance* of each university was examined based upon passage rates on the *Praxis* and survey data from new teachers (who rated their teacher preparation programs on the extent to which the programs prepared the new teachers to address the state standards for teachers). The accountability system was created to include additional factors in the future that would examine growth of achievement of students taught by new teachers and perceptions of mentors of new teachers about the programs that prepared the new teachers. The purpose of the accountability system was to clearly demonstrate to the public that all universities and colleges in Louisiana were working diligently to produce quality teachers who worked 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. Institutional data, quantity data, and PRAXIS examination passage rate data have been collected and disseminated to the public in the 2005-06, 2006-07, 2007-08, and 2008-09 *Institutional Reports for the Preparation of Teachers*. These reports can be found on the Board of Regents web site at: <http://www.regents.state.la.us/Academic/TE/instreports.htm>.

During 2003-2009, a Value-Added Teacher Preparation Assessment Model has been piloted that links growth of achievement of children taught by new teachers to the universities that prepared the new teachers. Initial results were released to the public during October 2007 and December 2008. During 2008-09, the value-added model will be integrated into the Teacher Preparation Accountability System, and the revised Teacher Preparation Accountability System will be piloted during 2009-2010.

**QUANTITY OF PROGRAM COMPLETERS AND
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES
2007-2008 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
NICHOLLS STATE UNIVERSITY	HEA Title II 2007-2008 Regular Program Completers	90	90	100%
	HEA Title II 2007-2008 Alternate Program Completers	35	35	100%
	Total Number of 2007-2008 Program Completers	125	125	100%



**HEA - Title II
2007-2008 Academic Year
Regular Program Completers**

Institution Name	NICHOLLS STATE UNIVERSITY
Institution Code	6221
State	Louisiana
Number of Program Completers Submitted	90
Number of Program Completers found, matched, and used in passing rate Calculations¹	90

March 30, 2009

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	43	43	100%	274	274	100%
PPST WRITING	720	46	46	100%	291	291	100%
PPST MATHEMATICS	730	42	42	100%	275	275	100%
COMPUTERIZED PPST READING	5710	44	44	100%	919	919	100%
COMPUTERIZED PPST WRITING	5720	40	40	100%	900	900	100%
COMPUTERIZED PPST MATHEMATICS	5730	42	42	100%	919	919	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	35	35	100%	208	208	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	26	26	100%	62	62	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521	1			14	14	100%
PRINCIPLES LEARNING & TEACHING K-6	522	27	27	100%	594	593	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	5			56	56	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	22	22	100%	438	437	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	2			34	34	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	63	63	100%	796	796	100%
BIOLOGY AND GENERAL SCIENCE	030				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	2			86	86	100%
ENG LANG LIT COMP PEDAGOGY	043	2			86	86	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049	2			17	17	100%



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(Cont'd.)**

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					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Academic Content Areas							
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	1			39	37	95%
MIDDLE SCHOOL MATHEMATICS	069	4			22	22	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	2			106	106	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	2			106	106	100%
MIDDLE SCHOOL SOCIAL STUDIES	089	1			10	10	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	9			97	97	100%
BUSINESS EDUCATION	100	2			7		
MUSIC CONTENT KNOWLEDGE	113	1			80	80	100%
FAMILY AND CONSUMER SCIENCES	120	3			7		
ART CONTENT KNOWLEDGE	133	1			32	32	100%
FRENCH CONTENT KNOWLEDGE	173				1		
SPANISH CONTENT KNOWLEDGE	191				1		
SPEECH COMMUNICATION	220				6		
BIOLOGY CONTENT KNOWLEDGE	235				14	14	100%
CHEMISTRY CONTENT KNOWLEDGE	245				3		
PHYSICS CONTENT KNOWLEDGE	265				1		
MIDDLE SCHOOL SCIENCE	439	3			19	19	100%
AGRICULTURE	700				5		



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<i>Type of Assessment²</i>	Statewide					
	<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	87	87	100%	1205	1205	100%
Aggregate - Professional Knowledge	116	116	100%	1373	1371	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	94	94	100%	1353	1351	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	90	90	100%	1313	1309	100%

Footnotes:

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.