



BOARD OF REGENTS

2001-2002 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

MCNEESE STATE UNIVERSITY

Message from the Commissioner:

We are pleased to offer the following reports on teacher education programs in Louisiana's colleges and universities. This information is important to our continuing efforts to keep the public informed about the quality of our teacher preparation programs. Last year (2000-2001) was a baseline year for the reporting of data. This year, the first factor used in our comprehensive accountability program is being released – student passage rates on the teacher certification examination (PRAXIS). Additional factors will be assessed in the coming years in an effort to develop an overall assessment of teacher preparation programs that is meaningful and serves as a catalyst for continued reform. As a result of authentic partnerships now being created between universities and districts to recruit, prepare, and retain teachers, we are building upon our united goal of providing every child in Louisiana caring and qualified teachers in every class every year. We commend our universities and districts for their ongoing commitment to improve education in Louisiana.

E. Joseph Savoie
Commissioner of Higher Education

Mission of University

The primary educational mission of McNeese State University is to provide a wide range of baccalaureate and carefully selected graduate curricula, distinguished by academic excellence. Fundamental to this primary function is the faculty commitment to excellence in teaching, research, and creative scholarly activity.

The mission of the teacher education program at MSU is to prepare students to enter Louisiana teaching ranks as fully qualified and certified personnel who recognize the value of continued professional development. Efforts are made to enable these students to investigate and internalize current best teaching practices through classroom and field experiences. Faculty from the Burton College of Education, the College of Science, and the College of Liberal Arts provide instruction that reflects current needs in the state, share instruction in content and pedagogical courses, and share accountability for the assessment and quality of teacher candidates.

Student Characteristics of University

During Fall 2000, McNeese State University had a total enrollment of 6,716 undergraduate and 918 graduate students. A total of 2,993 students were males and 4,641 were females. The majority of the students were from Louisiana with a total of 7,036 in-state students, 458 out-of-state students, and 140 foreign students. Among students enrolled in the undergraduate program, 1,161 were black, 5,269 were white, and 286 were other races. Among students enrolled in the graduate program, 124 were black, 728 were white, and 66 were other races.

Accreditation and Approval of Teacher Preparation Program

McNeese State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) (1866 Southern Lane, Decatur, Georgia, 30033-4097), (404-679-4501) to award Associate, Bachelor, Master, and Specialist degrees and 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

- For 2000-2001, McNeese's PRAXIS passage rate improved to 93%. Six additional students passed the PRAXIS on September 22, 2001.
- In the Spring of 2001, MSU received a \$15,000 grant from the Louisiana Department of Education to implement Project Support: A Comprehensive Plan for New Teacher Induction. The program provided inservice training and support for approximately 40 first and second year teachers in Calcasieu Parish and has continued with a renewed grant of \$10,000 for Fall of 2001 and Spring 2002.
- The Burton College of Education provided a special Issues and Trends course for teachers with the purpose of motivating teachers and providing instruction for those seeking certification from the National Boards for Professional Teaching Standards. This course was unique in that a collaboration was formed

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

between the College of Education, Departments of English and ELIT, Calcasieu Parish Schools, and two local NBPTS certified teachers.

- The Ann Rosteet Hurley Center for Economic Education operating within the Burton College of Education, provides teacher training, workshops, seminars, consultation, and implementation of state mandated benchmarks in economics to the five parish area. The Center is affiliated under the National Council for Economics Education and holds the distinction of being the states model Center for Economic Education. The Center is the recipient of the Ann Rosteet Hurley Endowment.
- MSU English faculty conducts in-service training to Calcasieu Parish high schools each year. The focus is on sharing with K-12 teachers methods for preparing high school students to write successfully when enrolled in a college.
- McNeese State University has received private funds for the Dore' Drop Out Program to identify students at risk of dropping out and implement interventions with faculty, parents, and students at the middle school level.
- A grant from NASDAQ was awarded to the ARH Center for Economics Education for the purpose of providing area teachers with expertise to enter the National NASDAQ Teaching Awards program. The workshop brought together expertise from the Burton College of Education, the ARH Center, McNeese Department of English, Calcasieu and Jefferson Davis Parish teacher trainers, and community resources from Edward Jones Brokers.
- Teacher preparation programs in the Burton College of Education are supported by a one million dollar endowment from the W.T. Burton Foundation.
- During 2001-02 MSU partnered with Oak Park Middle School to establish its first Professional Development School (PDS) and has designated St. John Elementary as the PDS to be established in 2002-03.

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 2000-2001 including all areas of teaching specialization.	440
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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 2000, Fall 2000, and/or Spring 2001.	267
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	22
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	30
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2000, Fall 2000, and Spring 2001.	0
d. Total number of supervising faculty for the teacher preparation program during 2000-2001.	52
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 2000-2001.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2000-2001.	14
c. Total number of hours required during academic year 2000-2001 for student teaching.	420



LOUISIANA BOARD OF REGENTS
2001-2002 TEACHER PREPARATION ACCOUNTABILITY SYSTEM
MCNEESE STATE UNIVERSITY

In compliance with the Higher Education Act of 1998, Louisiana has created a Teacher Preparation Accountability System that is assessing the performance of teacher preparation programs within the state. During the first phase of the accountability system, the performance of regular and alternate certification students on the state teachers' examination (PRAXIS) is being assessed. During each succeeding year, additional factors will be assessed to examine such areas as: increased quantity in critical shortage areas; ratings by first year teachers of their teacher preparation programs; ratings of programs by first year teachers' mentors; retention of teachers after three years of teaching; and university-district partnerships. The purpose of this accountability system is to clearly demonstrate to the public that all universities and colleges in the state are diligently working to address the need to produce quality teachers who are effective when working with PK-12 students.

GRADE FOR PERFORMANCE ON STATE TEACHERS' EXAMINATION

McNeese State University does not have a low performing or at-risk teacher preparation program. The institution is not being assigned a grade at the present time due to the fact that new data was submitted on April 7, 2002 for 2000-2001 regular program completers which must be verified by the Educational Testing Service (ETS). Once ETS has issued a new report, a grade will be assigned.

PASSAGE RATES OF ALL REGULAR AND ALTERNATE CERTIFICATION PROGRAM COMPLETERS

The following table summarizes passage rates of regular and alternate certification program completers during 1999-2000, 2000-2001, and both years for **McNeese State University**.

1999-2000 PROGRAM COMPLETERS			2000-2001 PROGRAM COMPLETERS			TOTAL 1999-2000 & 2000-2001 PROGRAM COMPLETERS		
Type of Certification Program	Number Passed	% Passed	Type of Certification Program	Number Passed	% Passed	Type of Certification Program	Number Passed	% Passed
Regular	172 out of 197 students	87%	Regular	190 out of 214 students	89%	Regular	362 out of 411 students	88%
Alternate	11 out of 13 students	85%	Alternate	27 out of 27 students	100%	Alternate	38 out of 40 students	95%
Total	183 out of 210 students	87%	Total	217 out of 241 students	90%	Total	400 out of 451 students	89%

PROCESS TO DETERMINE GRADES

Grades are based upon either the passage rates of program completers during the most recent academic year (2000-2001) OR average passage rates of program completers during the previous two years (1999-2000 and 2000-2001). The highest of the two passage rates is used to determine the actual grade. This process is used to adjust for three conditions: (1) limited number of program completers at institutions with small teacher preparation programs; (2) variance in student populations over a two year time period; and (3) significant improvements occurring at institutions over a two year time period.



PRAXIS EXAMINATION PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS 2000-2001 REGULAR PROGRAM COMPLETERS

ENTRY REQUIREMENTS FOR TEACHER PREPARATION PROGRAMS

All regular and alternate certification students must pass the following PRAXIS subtests to be formally admitted to a teacher preparation program at a college or university in Louisiana. Regular students are those who are completing a program of study to graduate with a baccalaureate degree in education. Alternate certification students are those who already possess a baccalaureate degree outside of education and are completing an alternate certification program to become certified to teach.

Type of Assessment: **Basic Skills**

- (1) Communications Skills and General Knowledge **OR**
- (2) Reading, Writing, and Mathematics

State law requires all students to take all required PRAXIS subtests prior to graduation, but it does not require students to pass the subtests. Individual institutions have developed their own policies that require students to pass the PRAXIS subtests to graduate.

TEACHER CERTIFICATION REQUIREMENTS IN LOUISIANA

To be certified to teach in Louisiana, individuals must complete an approved teacher preparation program, possess a 2.5 grade point average, pass the Basic Skills subtests, and pass PRAXIS subtests in the following areas:

Type of Assessment: **Professional Knowledge**

- (1) Professional Knowledge **OR**
- (2) Principles Learning & Teaching K-6 **OR**
- (3) Principles Learning & Teaching 7-12

AND

Type of Assessment: **Academic Content Areas** The subtests vary according to the areas of certification.

REQUIREMENTS OF THE HIGHER EDUCATION ACT OF 1998

The Higher Education Act of 1998 requires all institutions in the United States with teacher preparation programs to issue institutional reports on a yearly basis which contain information specified by the U.S. Department of Education. In addition, the Act requires institutions to provide the public with specific information pertaining to the passage rates of regular program completers on individual subtests. The following pages contain a report developed by the Educational Testing Service to provide a breakdown of program completer performance on individual subtests.

A similar report is currently being developed by the Educational Testing Service regarding the performance of 2000-2001 alternate certification program completers on individual subtests. Once the report is received, it will be placed on the Board of Regents web site (<http://www.regents.state.la.us>).

**BOARD OF REGENTS
CALCULATION***
(State data has been used to determine
passage rates.)

**HEA - Title II
2000-2001 Academic Year
Regular Program Completers**

- ETS is being requested to re-run data within this report.

Institution Name	McNeese State University
Institution Code	6403
State	Louisiana
Number of Program Completers Submitted	222
Number of Program Completers found, matched, and used in passing rate Calculations	218

<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>
Basic Skills				
COMMUNICATION SKILLS	500	185	184	99%
GENERAL KNOWLEDGE	510	179	178	99%
PPST READING	710	9		
CBT READING	711	10	10	100%
PPST WRITING	720	8		
CBT WRITING	721	12	11	92%
PPST MATHEMATICS	730	11	11	100%
CBT MATHEMATICS	731	16	13	81%
Professional Knowledge				
PROFESSIONAL KNOWLEDGE	520	65	65	100%
PRINCIPLES LEARNING & TEACHING K-6	522	85	77	91%
PRINCIPLES LEARNING & TEACHING 7-12	524	48	40	83%
Academic Content Areas				
EDUCATION IN THE ELEMENTARY SCHOOL	010	7		
ELEM ED CURR INSTRUC ASSESSMENT	011	45	41	91%
ELEM ED CONTENT AREA EXERCISES	012	43	43	100%
EARLY CHILDHOOD EDUCATION	020	45	45	100%
BIOLOGY AND GENERAL SCIENCE	030	5		
ENGLISH LANGUAGE AND LITERATURE	040	2		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	12	11	92%
ENG LANG LIT COMP PEDAGOGY	043	10	9	90%

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(State data has been used to determine passage rates.)

HEA - Title II 2000-2001 Academic Year Regular Program Completers

Institution Name	McNeese State University			
Institution Code	6403			
State	Louisiana			
Number of Program Completers Submitted	222			
Number of Program Completers found, matched, and used in passing rate Calculations	218			
<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>
Academic Content Areas				
MATHEMATICS	060	8		
CHEM PHYSICS AND GENERAL SCIENCE	070	1		
SOCIAL STUDIES	080	3		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	8		
SOCIAL STUDIES: INTERPRET MATERIALS	083	8		
PHYSICAL EDUCATION	090	22	22	100%
BUSINESS EDUCATION	100	6		
MUSIC EDUCATION	110	5		
HOME ECONOMICS EDUCATION	120	1		
FRENCH	170			

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(State data has been used to determine passage rates.)

HEA - Title II 2000-2001 Academic Year Regular Program Completers (Cont'd)

Institution Name	McNeese State University
Institution Code	6403
State	Louisiana
Number of Program Completers Submitted	222
Number of Program Completers found, matched, and used in passing rate Calculations	218

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>
Aggregate - Basic Skills	207	202	98%
Aggregate - Professional Knowledge	196	181	92%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	171	159	93%
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 Rates	214	190	89%