



LOUISIANA BOARD OF REGENTS

2004-2005 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

MCNEESE STATE UNIVERSITY

Message from the Commissioner:

This annual institutional report is part of a comprehensive, cooperative effort by Louisiana's entire education community – postsecondary education and elementary and secondary stakeholders alike - to ensure that Louisiana's public and private teacher education programs are of the highest quality, and to keep Louisiana's citizens informed about this critically-important enterprise. In 2002, the first year of our accountability program, student passage rates on the teacher certification examination (PRAXIS) were the sole criteria. In 2003 the formula was expanded to make the scores even more indicative of program quality. Scores are calculated using a weighted formula that takes into account each institution's regular and alternate certification completer rate (with extra points for completers who meet definitions for identified shortage areas), the PRAXIS examination passage rate, and the score on a survey measuring completer satisfaction. Our goal with this reporting system is to help ensure that Louisiana's colleges and universities are producing qualified, effective, caring teachers for all of our students.

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 2003, the university had a total enrollment of 7330 undergraduate and 1117 graduate students. A total of 3399 students were males and 5048 were females. The majority of the students were from Louisiana with a total of 7718 in-state students, 509 out-of-state students, and 220 foreign students. Among students enrolled in the undergraduate program, 1475 were black, 5530 were white, and 325 were other races. Among students enrolled in the graduate program, 195 were black, 773 were white, and 149 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

- Official approval for NCATE continuing accreditation was received at the spring 2005 meeting of the UAB.
- A New Teacher Project Recruitment Subgrant was received to continue Teach SWLA as an alternative certification route to fill teaching vacancies in critical shortage areas in the five-parish area of Southwest Louisiana.
- In April 2004, the McNeese State University Professional Education Programs sponsored an NCATE Accreditation Summit in Lake Charles. The summit featured Donna Gollnick of NCATE, Ed Crowe of the National Commission on Teaching and America's Future, State Department of Education personnel, and ULS personnel. The purpose of the summit was to help teacher education programs throughout the state prepare for NCATE visits. Funding for this activity was possible due to the Burton Endowment.

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

- The Department of Teacher Education increased its commitment to field-based programs by delivering multiple sections of 5 methods courses off-campus at professional development schools and other sites. A sixth methods course is scheduled to be delivered at an off-campus site beginning fall 2005. When combined with practicum experiences in elementary, early childhood, secondary, and special education in the semester prior to student teaching and another methods course having a two-week off-campus experience, all candidates now receive a significant field-based learning sequence in teacher education programs.
- The Burton College of Education worked to develop a systematic approach to the preparation of candidates to take Praxis exams. Faculty are developing skills to become mentors/tutors to candidates in both Praxis I and Praxis II test situations. A Praxis Prep course is being developed for fall 2005 implementation.
- Two significant communication entities, the Teacher Education Advisory Council and the Secondary/K-12 Programs Advisory Council were established to provide connections between relevant stakeholders in all teacher certification programs.
- The Burton College of Education designed and submitted redesigned Master of Education programs for teachers to the state Board of Regents in February 2005 that provide a direct parallel to the principles, standards, and requirements of the National Board for Professional Teaching Standards. These programs are currently in the state review process.
- An on-line Associate of Science degree in Early Childhood Education was implemented.

Teacher Preparation Program Data

1. Total number of students formally admitted to the regular teacher preparation program and enrolled in one or more courses during academic year 2003-2004 including all areas of teaching specialization. 432

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 2003, Fall 2003, and/or Spring 2004. 154
3. Supervising faculty for supervised student teaching and internship experiences.
- a. Number of appointed full time faculty in professional education . 28
 - b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2003, Fall 2003, and Spring 2004. 25
 - c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2003, Fall 2003, and Spring 2004. 0
 - d. Total number of supervising faculty for the teacher preparation program during 2003-2004. 53
4. Student/faculty ratio for student teaching and internship experiences 2.9:1
5. Student participation in student teaching.
- a. Average number of hours per week required of student participation in supervised student teaching during academic year 2003-2004. 30
 - b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2003-2004. 14
 - c. Total number of hours required during academic year 2003-2004 for student teaching. 420

LOUISIANA BOARD OF REGENTS

2004-2005 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

McNeese State University

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 the second phase (2002-2004), 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) are being assessed. In the future, additional factors will be assessed to examine such areas as: 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 working diligently to produce quality teachers who work effectively with PK-12 students.

I. INSTITUTIONAL PERFORMANCE INDEX

A. Grade Performance of 2003-2004 Regular and Alternate Certification Program Completers on Certification Index (Percentage of students who passed the PRAXIS examination)

Grade: A+

PRAXIS Passage Rate: 100%

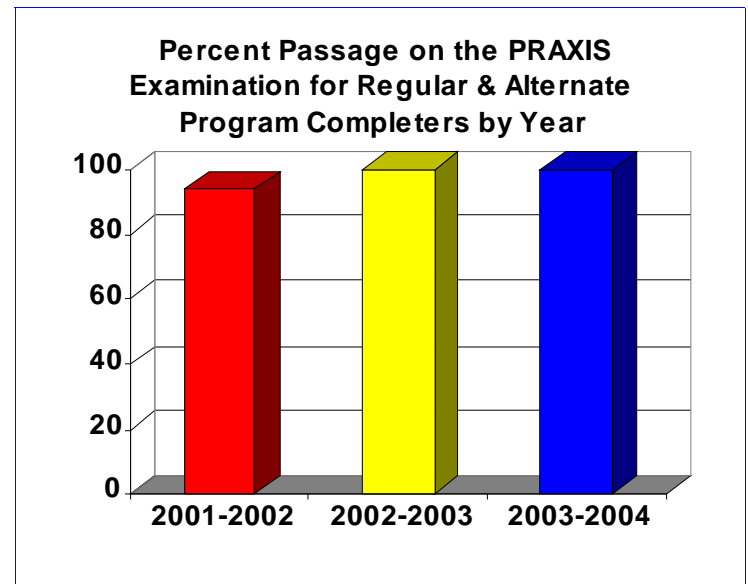
Scaled Score: 136

The 2003-2004 PRAXIS passage rate has changed by 6.2% from the 2001-2002 rate of 93.8% and 0% from the 2002-2003 rate of 100%.

The following scale was used to determine passage rate grades:

A+	=	98%-100% Passage Rate
A	=	92%-97% Passage Rate
B	=	86%-91% Passage Rate
C	=	80%-85% Passage Rate
Below C	=	below 80% Passage Rate

See Appendix A for a breakdown of scores.



McNeese State University (Continued)

I. INSTITUTIONAL PERFORMANCE INDEX (continued)

B. Grade for Ratings of 2002-2003 Program Completers on Graduate Satisfaction Survey

Grade: B

Mean Score of Survey Respondents: 115.19 over 1 year

Total Number of Survey Respondents: 58

Respondents' Scaled Score: 97

The following scale was used to determine grades for mean responses on surveys:

A+	=	128 & above
A	=	117.0 – 127.9
B	=	107.0 – 116.9
C	=	93.0 – 106.9
Below C	=	below 93.0

See Appendix B for a breakdown of scores.

II. QUANTITY INDEX

Grade for Quantity Score (See Appendix C for a breakdown of scores.)

Grade: Below C

Quantity Score: 194.5

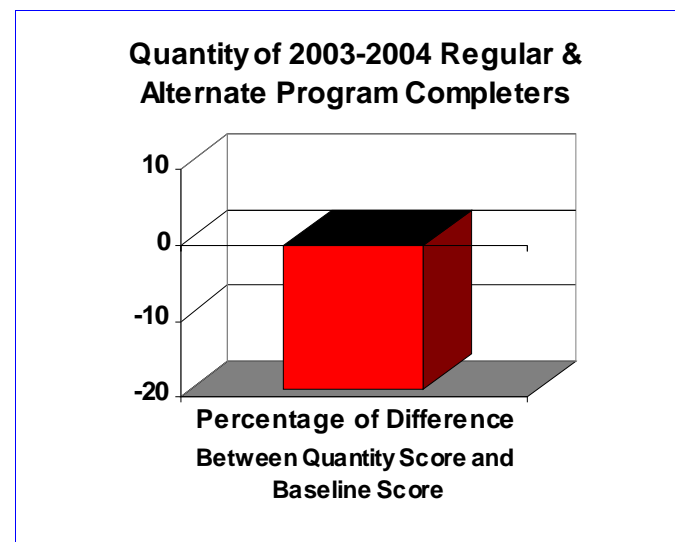
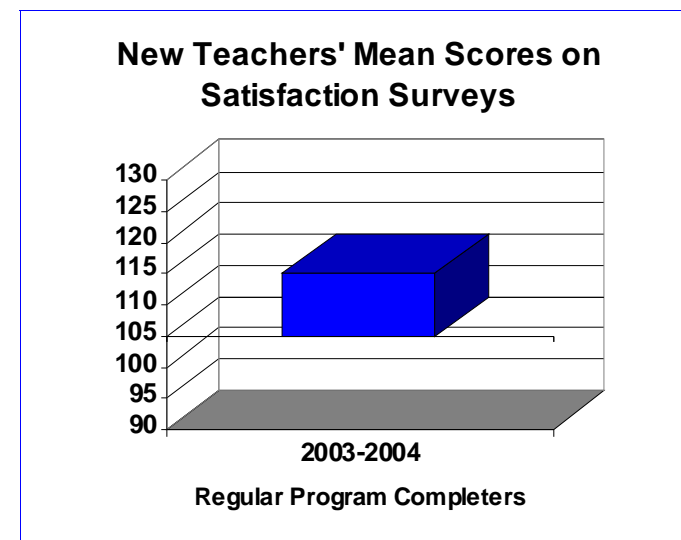
Baseline Score: 241

Percent Difference from Baseline: -18.90%

Scaled Score: 40

The following scale was used to determine quantity grades based upon percentage of difference between the 2002-2003 Quantity Score and Baseline Score:

A+	=	+15% and above
A	=	+5% to +14% difference
B	=	-3% to +4% difference
C	=	-4% to -15% difference
Below C	=	-16% and greater difference



McNeese State University (Continued)

III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

A. Teacher Preparation Performance Score	=	(Institutional Performance Index + Quantity Index) ÷ 2
	=	{([Certification Scaled Score x .875] + [Graduate Satisfaction Scaled Score x .125]) + Quantity Scaled Score} ÷ 2
	=	{([136 x .875] + [97 x .125]) + 40} ÷ 2
	=	(131.13 + 40) ÷ 2
	=	171.13 ÷ 2
	=	85.57

Note: The Graduate Satisfaction Survey has been given a weight of .125 instead of .25 due to the fact that only the regular program completers' data were used. Future accountability cycles will use surveys administered to both regular and alternate program completers.

B. Teacher Preparation Performance Label	=	Satisfactory
The following scale was used to assign the label:		
Exemplary Teacher Preparation Program	=	Teacher Preparation Performance Score of 125.0 and above
High Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 100.0 – 124.9
Satisfactory Teacher Preparation Program	=	Teacher Preparation Performance Score of 80.0 – 99.9
At-Risk Teacher Preparation Program	=	Teacher Preparation Performance Score of 50.0 – 79.9
Low Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 0 – 49.9

APPENDIX A

MCNEESE STATE UNIVERSITY

PRAXIS EXAMINATION

PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS

2003-2004 PROGRAM COMPLETERS

TYPES OF COMPLETERS	NUMBER PASSED	TOTAL NUMBER	PERCENTAGE PASSED
2003-2004 Regular Program Completers	120	120	100%
2003-2004 Alternate Program Completers	34	34	100%
Total	154	154	100%

Passage Rate Reports are not prepared for program completers from individual campuses who have completed all university course requirements for alternate certification, passed all PRAXIS examinations for certification, and completed three years of successful teaching in place of student teaching/internships. The numbers of alternate certification program completers who fit this category are listed in Appendix C. All have passed 100% of the PRAXIS examinations.



**HEA - Title II
2003-2004 Academic Year
Regular Program
Completers
Passage Rate Report**

Institution Name	MCNEESE STATE UNIVERSITY
Institution Code	6403
State	Louisiana
Number of Program Completers Submitted	120

<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>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
COMMUNICATIONS SKILLS	0500	1			4		
GENERAL KNOWLEDGE	510	1			5		
PPST READING	710	11	11	100%	97	97	100%
CBT READING	711	28	26	100%	605	605	100%
PPST WRITING	720	11	11	100%	96	96	100%
CBT WRITING	721	26	26	100%	601	601	100%
PPST MATHEMATICS	730	11	11	100%	85	85	100%
CBT MATHEMATICS	731	25	25	100%	585	585	100%
COMPUTERIZED PPST READING	5710	33	33	100%	485	485	100%
COMPUTERIZED PPST WRITING	5720	35	35	100%	490	490	100%
COMPUTERIZED PPST MATHEMATICS	5730	35	35	100%	513	513	100%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	0520	1			4		
PRINCIPLES LEARNING & TEACHING K-6	522	85	85	100%	1070	1062	99%
PRINCIPLES LEARNING & TEACHING 5-9	523	2			5		
PRINCIPLES LEARNING & TEACHING 7-12	524	31	31	100%	453	449	99%
Academic Content Areas							
ELEMENTARY EDUCATION	010				1		
ELEM ED CURR INSTRUC ASSESSMENT	011	12	12	100%	135	131	97%
ELEM ED CONTENT AREA EXERCISES	012	12	12	100%	136	135	99%



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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	33	33	100%	780	773	99%
EARLY CHILDHOOD EDUCATION	020	26	26	100%	86	86	100%
BIOLOGY AND GENERAL SCIENCE	030	2			29	29	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	7			87	87	100%
ENG LANG LIT COMP PEDAGOGY	043	7			87	87	100%
MATHEMATICS	060	1			21	21	100%
MATHEMATICS CONTENT KNOWLEDGE	061				2		
CHEM PHYSICS AND GENERAL SCIENCE	070				5		
SOCIAL STUDIES	080				1		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	3			96	94	98%
SOCIAL STUDIES: INTERPRET MATERIALS	083	3			96	96	100%
PHYSICAL EDUCATION	090	9			58	58	100%
PHYS EDUCATION: CONTENT KNOWLEDGE	091	2			2		
BUSINESS EDUCATION	100	3			9		
MUSIC EDUCATION	110				28	28	100%
MUSIC CONTENT KNOWLEDGE	113	1			4		
FAMILY AND CONSUMER SCIENCES	120	1			7		
MIDDLE SCHOOL SUBJECTS: CK	146				1		
FRENCH	170				1		



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<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		
				<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	75	75	100%	1203	1203	100%
Aggregate - Professional Knowledge	119	119	100%	1532	1520	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	100	100	100%	1364	1350	99%
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	120	120	100%	1542	1521	99%

APPENDIX B

MCNEESE STATE UNIVERSITY

***HEA - Title II
2003-2004 Academic Year
Alternate Certification Program Completers
Passage Rate Reports have not yet
been provided to states by
the Educational Testing Service.***

Items	Mean by Item	Number of Responses			
		Strongly Disagree	Disagree	Agree	Strongly Agree
Planning					
1. Specify learning objectives in terms of clear, concise student outcomes.	3.45	0	1	30	27
2. Plan a series of activities that help my students achieve those objectives.	3.4	0	1	33	24
3. Successfully identify individual student differences in the context of a whole class.	3.05	4	8	27	19

* As written, the survey contains 35 items. Technical difficulties with administration caused item 35 not to be administered. This score represents an adjustment to the 34-item mean to represent its equivalent out of 35 items. This was necessary in order to convert the survey scores to scaled scores for the accountability system.

4. Implement accommodations for individual student differences.	3.1	3	6	31	18
Instruction					
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.31	1	1	35	21
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.26	0	3	37	18
7. Integrate a variety of materials to achieve lesson objectives.	3.28	0	5	32	21
8. Change or adjust a lesson to respond to my students' outcomes.	3.29	1	4	30	23
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.19	0	5	37	16
10. Implement teacher-directed or student-centered activities that result in student learning.	3.24	0	2	40	16
11. Successfully plan for individual student differences in the context of a whole class.	3.09	2	9	29	18
12. Open, develop, and close a lesson effectively.	3.36	0	4	29	25
13. Integrate technology into my lessons.	3.38	1	4	25	28
14. Successfully present content at a developmentally appropriate level.	3.29	0	2	37	19
15. Effectively use appropriate formal and informal assessment techniques.	3.29	0	2	37	19
16. Provide timely feedback to my students.	3.33	0	3	33	22
17. Produce evidence of student academic growth.	3.24	0	5	34	19

18. Employ effective teaching practices as modeled by faculty.	3.33	0	3	33	22
Instruction					
19. Relate examples, real-life situations, or current events to the content being taught.	3.4	0	1	33	24
20. Teach in one or more subject areas.	3.33	2	4	25	27
21. Communicate effectively with students.	3.43	0	2	29	27
22. Encourage participation from all students.	3.34	1	3	29	25
23. Monitor the ongoing performance of students.	3.33	0	5	29	24
Management					
24. Facilitate learning by organizing available space, materials, and equipment.	3.28	0	3	36	19
25. Maintain a positive learning environment.	3.45	0	0	32	26
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.31	0	6	28	24
27. Manage and adjust my time to ensure that learning objectives are met.	3.29	0	6	29	23
28. Clearly communicate my expectations for appropriate behavior to my students.	3.4	0	1	33	24
29. Monitor and respond to appropriate student behavior in an effective way.	3.43	0	1	31	26
30. Monitor and respond to inappropriate student behavior in an effective way.	3.33	1	4	28	25

School Improvement

31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	3.03	2	11	28	17
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.03	2	11	28	17
33. Collaboratively and effectively work with colleagues.	3.31	0	7	26	25
34. Understand the importance of and plan for professional development.	3.33	0	3	33	22
Overall		poor			excellent
Overall, how would you rate the effectiveness of your teacher preparation program in preparing you to improve student learning?	technical difficulties: data not collected				

APPENDIX C

MCNEESE STATE UNIVERSITY

2004-2005 POINTS FOR QUANTITY INDEX

BASELINE SCORE

A Baseline Score has been established for each individual teacher preparation program in Louisiana. The Baseline Score is the total number of regular and alternate program completers that completed teacher preparation programs between the dates of July 1, 2000 – June 30, 2001.

QUANTITY POINTS

A. 2003-2004 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2003 – June 30, 2004.

Program Completers Undergraduates	Program Completers Alternate Certification Courses with Internship/Student Teaching	Program Completers Alternate Certification Courses with 3 Years of Successful Teaching	Program Completers TOTAL
120	34	7	161

B. BONUS POINTS

In addition, one-half a point is assigned to every 2003-2004 regular and alternate program completer that met the criteria for each of the following teacher shortage areas.

Teacher Shortage Areas	Program Completers Undergraduates	Program Completers Alternate Certification Courses with Internship/ Student Teaching	Program Completers Alternate Certification Courses with 3 Years of Successful Teaching
MINORITIES	8	4	1
MATHEMATICS	3	3	

SCIENCE	General Science	3	9	1
	Biology	3	5	1
	Chemistry		1	
	Physics			
	Earth Science			
	Environmental Science		1	
MIDDLE SCHOOL		2		
SPECIAL EDUCATION		13	4	5
MALE	Early Childhood			
	Elementary			
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)				
Subtotals for Bonus Points		32	27	8
TOTAL BONUS POINTS		67/2 = 33.5		

TOTAL POINTS: 161 + 33.5 = 194.5