



LOUISIANA BOARD OF REGENTS

2000-2001 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

NICHOLLS STATE UNIVERSITY

Message from the Commissioner:

In compliance with the Higher Education Act of 1998, baseline data are being released on each university in Louisiana with a teacher preparation program as part of a nationwide public accountability effort that began this year. This evaluation of teacher preparation follows earlier and on-going efforts begun in 1999 by Louisiana's Blue Ribbon Commission on Teacher Quality, a systemic reform initiative coordinated by Governor Foster, Board of Regents, and the Board of Elementary and Secondary Education. The information in this report will be used by Regents and BESE as part of a statewide effort to recruit, prepare, and retain more effective teachers throughout the state. To that end, these institutional reports will help colleges and universities, PK-16+ Councils, and PK-16+ Redesign Teams to further improve their programs. Building on this year's data, report cards will be issued on each university annually, beginning next year, to disclose institutional efforts in preparing new teachers.

*E. Joseph Savoie
Commissioner of Higher Education*

Mission of University

The mission of Nicholls State University is to commit itself to offering comprehensive quality accredited educational programs that meet the needs of the communities it serves in South Central Louisiana and beyond through teaching, research, and service.

Student Characteristics of University

During 1999-2000, Nicholls State University had a total enrollment of 6,603 undergraduate and 764 graduate students. A total of 2,667 students were males and 4,700 were females. The majority of the students were from Louisiana with a total of 7,125 in-state students, 137 out-of-state students, and 105 foreign students. Among students enrolled in the undergraduate program, 997 were black, 5,215 were white, and 391 were other races. Among students enrolled in the graduate program, 103 were black, 607 were white, and 54 were other races.

Accreditation and Approval of Teacher Preparation Program

Nicholls State University is accredited by the Southern Association of Colleges and Schools (SACS) 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

- Nicholls State University is the only institution of higher education in the Bayou River Region of Louisiana.
- There are over 86,000 students in 154 public schools and over 12,400 students in 35 nonpublic schools in the region. Thirty nine percent of population in the area has less than a high school education and sixty one percent of the school children in the region receive free or reduced cost school lunches.
- A great many of the students entering Nicholls State University are still first generation college-attendees and a large number of them enter higher education needing remedial course work. Thus, Nicholls State University continues to serve the needs of a tremendous number of students who would not be admitted to other state institutions.
- The University in general and the College of Education in particular take tremendous pride in helping students to graduate from college with a high quality education.
- The College of Education at Nicholls State University has been very active in providing clinical and field experiences for its candidates that go beyond mere classroom observation. Students in K-12 schools are brought to campus to receive one on one tutoring support in several reading classes. On-site kindergarten program and demonstration classes exist that were developed in collaboration with the Lafourche Parish School Board. These two initiatives give teacher candidates opportunities to work hands-on with students in a campus-based location.

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

- The teacher preparation program in the College of Education goes far beyond quantitative measure. Systemic education reform is occurring in the region through extensive collaboration between Nicholls State University, the Region Three Service Center, and other local education agencies. For example, other collaborations include the South Central Louisiana Association of School Superintendents, the South Louisiana Economic Council, the Assumption Parish Intern Program, the St. James Parish ACT project, the Regional INTECH Training Program, and the Louisiana Charter School Project for the Board of Elementary and Secondary Education. In addition, Nicholls State University has produced a total of four Louisiana Systemic Initiative (LaSIP) projects, all aimed at enhancing the preparation of pre-service and in-service teachers.
- The health and physical education program sponsors an adult health and development program (which pair majors with senior citizens) and has outreach efforts that involve placing teacher candidates with Head Start and at-risk elementary school children.
- Teacher candidates in methods classes are required to not only teach classes in K-12 classrooms but offer tutoring and mentoring support for the students in those classes.
- More of what the university is about is the extensive partnerships and collaborations that have been forged and the continuous search for ways to be directly involved with students in K-12 schools.

Teacher Preparation Program Label

The following labels will be assigned to all teacher preparation programs in Louisiana during April 2002 in conjunction with Louisiana's new Teacher Preparation Accountability System: Exemplary, Quality, Satisfactory, At-Risk, and Low-Performing. Labels have not been assigned to universities in this institutional report.

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 1999-2000 including all areas of teaching specialization.	735
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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 1999, Fall 1999, and/or Spring 2000.	234
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 1999, Fall 1999, and Spring 2000.	21
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 1999, Fall 1999, and Spring 2000.	7
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 1999, Fall 1999, and Spring 2000.	6
d. Total number of supervising faculty for the teacher preparation program during 1999-2000.	34
4. Student/faculty ratio for student teaching and internship experiences.	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 1999-2000.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 1999-2000.	15
c. Total number of hours required during academic year 1999-2000 for student teaching.	450



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*Single-Assessment Institution Level
Pass-Rate Data: Regular Teacher
Preparation Program*

Institution Name	Nicholls State University
Institution Code	6221
State	Louisiana
Number of Program Completers Submitted	151
Number of program Completers found, matched, and used in passing rate Calculations¹	150

<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							
COMMUNICATION SKILLS	500	143	143	100%	1928	1918	99%
GENERAL KNOWLEDGE	510	142	142	100%	1916	1899	99%
PPST READING	710				18	15	83%
CBT READING	711				32	29	91%
PPST WRITING	720				20	16	80%
CBT WRITING	721				30	26	87%
PPST MATHEMATICS	730				22	16	73%
CBT MATHEMATICS	731				48	43	90%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520	116	116	100%	1415	1386	98%
PRINCIPLES LEARNING & TEACHING K-6	522	13	11	85%	330	281	85%
PRINCIPLES LEARNING & TEACHING 7-12	524	17	16	94%	216	183	85%
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010	65	65	100%	694	667	96%
ELEM ED CURR INSTRUC ASSESSMENT	011	24	21	88%	450	373	83%
ELEM ED CONTENT AREA EXERCISES	012	24	24	100%	445	421	95%
EARLY CHILDHOOD EDUCATION	020				77	76	99%
BIOLOGY AND GENERAL SCIENCE	030	3			52	47	90%
ENGLISH LANGUAGE AND LITERATURE	040	2			65	56	86%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	7			66	48	73%

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.



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<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>
Academic Content Areas							
ENG LANG LIT COMP PEDAGOGY	043	6			54	50	93%
MATHEMATICS	060	4			60	49	82%
CHEM PHYSICS AND GENERAL SCIENCE	070				10	6	60%
SOCIAL STUDIES	080	4			58	51	88%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	5			68	53	78%
SOCIAL STUDIES: INTERPRET MATERIALS	083	5			63	51	81%
PHYSICAL EDUCATION	090	14	14	100%	132	121	92%
BUSINESS EDUCATION	100	4			32	27	84%
MUSIC EDUCATION	110	3			62	55	89%
FRENCH	170				6		
GERMAN	180				1		
SPANISH	190				3		
Other Content Areas							
HOME ECONOMICS EDUCATION	120				14	14	100%



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**Aggregate and Summary Institution-Level
Pass-Rate Data:
Regular Teacher Preparation Program**

<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	143	143	100%	1992	1957	98%
Aggregate - Professional Knowledge	146	143	98%	1961	1850	94%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	135	128	95%	1832	1627	89%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				14	14	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	150	141	94%	2057	1795	87%

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 pass rate.