



LOUISIANA BOARD OF REGENTS 2006-2007 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS NORTHWESTERN 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

Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs.

Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

Student Characteristics of University

During Fall 2005, the university had a total enrollment of 8788 undergraduate and 1059 graduate students. A total of 3134 students were males and 6713 were females. The majority of the students were from Louisiana with a total of 9087 in-state students, 717 out-of-state students, and 43 foreign students. Among students enrolled

Student Characteristics of University (Cont'd.)

in the undergraduate program, 2707 were black, 5243 were white, and 838 were other races. Among students enrolled in the graduate program, 247 were black, 737 were white, and 75 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

- Founded in 1884 as a teacher-training institution, Northwestern State University (NSU) has for 120+ years prepared teachers for the classroom. Graduates of teacher and other professional school personnel programs demonstrate content, pedagogical, and professional knowledge and skills; display professional dispositions; interact and work with diverse candidates, faculty, and PK-12 students; and incorporate educational technology to help all students learn.
- In 2005-06, NSU certified 51 undergraduate program completers and 49 alternate certification program completers.
- NSU received reaffirmation for accreditation by NCATE (March 2006), La-UAB (June 2006), and BESE (August 2006). NSU met all national and state standards with no areas for improvement cited.
- The College of Education continued to be designated by the BOR as an Area of Excellence in the field of Educational Technology.
- NSU is the state leader in technology, offering the largest number of courses and degree programs on-line, in comparison to other universities in Louisiana.

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

- In July 2006, the BOR recognized the establishment of the Thomas E. Stewart Endowed Professorship in Education.
- In March 2006, the Thelda M. Harris Memorial Scholarship in Special Education was established.
- In January 2006, the Dallas and C.R. Sanders Education Scholarship was established, a \$100,000 donation from the Bonde family.
- Three COE faculty were recipients of endowments: Melba Law Steeg Professorship, Freeport McMoran Professorship in Pluralistic Education, and Arthur Watson Professorship in Academic Accommodation.
- New, redesigned M.Ed. degree programs began fall 2006. The M.Ed. programs included Educational Leadership, Educational Technology Leadership, Curriculum & Instruction, and Early Childhood (PK-3) Education. The M.Ed. in Curriculum & Instruction has six approved concentrations: Educational Technology, Elementary Teaching, Mathematics, English, Science, and Reading.
- A new program began fall 2006, the Master's of Teaching (MAT) degree in Early Childhood (PK-3) Education.
- In fall 2006, three new faculty members were appointed to the College of Education.
- The "Transition to Teach" (T2T) grant awarded \$28,000 to 28 alternate certification candidates teaching in critical shortage areas in the Northwestern service region. In addition, mentors were contracted for each candidate; these mentors provided support to the candidates in their transition to the teaching profession.

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.	230
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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.	97
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	14
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.	20
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.	12
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.	180



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
NORTHWESTERN STATE UNIVERSITY	HEA Title II 2005-2006 Regular Program Completers	51	51	100%
	HEA Title II 2005-2006 Alternate Program Completers	49	49	100%
	Total Number of 2005-2006 Program Completers	100	100	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	NORTHWESTERN STATE UNIVERSITY
Institution Code	6492
State	Louisiana
Number of Program Completers Submitted	51
Number of Program Completers found, matched, and used in passing rate Calculations¹	51

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	9			310	310	100%
CBT READING	711				14	14	100%
PPST WRITING	720	8			310	310	100%
CBT WRITING	721				18	18	100%
PPST MATHEMATICS	730	8			304	304	100%
CBT MATHEMATICS	731				16	16	100%
COMPUTERIZED PPST READING	5710	41	41	100%	1063	1063	100%
COMPUTERIZED PPST WRITING	5720	42	42	100%	1064	1064	100%
COMPUTERIZED PPST MATHEMATICS	5730	42	42	100%	1075	1075	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	5			99	99	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				52	52	100%
PRINCIPLES LEARNING & TEACHING K-6	522	17	17	100%	835	833	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				17	17	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	29	29	100%	494	492	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				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	22	22	100%	912	909	100%
BIOLOGY AND GENERAL SCIENCE	030				10	10	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	4			100	98	98%
ENG LANG LIT COMP PEDAGOGY	043	4			100	100	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				4		
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	1			60	59	98%
MIDDLE SCHOOL MATHEMATICS	069				4		
CHEM PHYSICS AND GENERAL SCIENCE	070				9		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	4			113	113	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	4			112	112	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				1		
PHYSICAL EDUCATION	090				3		
PHYSICAL ED: CONTENT KNOWLEDGE	091	6			105	105	100%
BUSINESS EDUCATION	100	1			7		
MUSIC CONTENT KNOWLEDGE	113	14	14	100%	62	62	100%
FAMILY AND CONSUMER SCIENCES	120				5		
ART CONTENT KNOWLEDGE	133				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
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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	50	50	100%	1405	1405	100%
Aggregate - Professional Knowledge	51	51	100%	1495	1491	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	52	52	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	51	51	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.