

**LOUISIANA BOARD OF REGENTS
2009-2010 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
MCNEESE STATE UNIVERSITY**

Message from the Commissioner:

I would like to congratulate all of our campuses for their hard work to prepare effective new teachers. It is rewarding to find that we have some universities who are preparing new teachers in specific content areas whose students demonstrate as much or more growth in achievement than students taught by experienced teachers as measured by our Value-Added Teacher Preparation Assessment. We anticipate that more universities will have similar findings once they receive the results for their redesigned programs for the first time during summer 2010. Our teacher preparation programs are also to be commended for the outreach that they have provided to students and teachers in schools that surround their universities. These efforts help to strengthen the lives of children both within and outside the school environment.

*Sally Clausen
Commissioner of Higher Education*

Mission of University

McNeese State University, a selective admissions institution, provides education, research, and service that support our core values of academic excellence, student success, fiscal responsibility, and university-community alliances. The University's fundamental educational mission is to offer associate, baccalaureate, and specific graduate curricula distinguished by academic excellence. The University engages in collaborative ventures to benefit industry and to enhance economic development and cultural growth in this region and beyond.

The foundation for student success begins with faculty commitment to excellence in teaching, research, and creative and scholarly activity. At McNeese State University, a member of the University of Louisiana System, students cultivate skills for critical thinking and effective expression and gain an understanding of the global community. The learning and social environment integrates discipline-specific knowledge with the values of lifelong learning, ethical responsibility, and civic engagement.

Student Characteristics of University

During Fall 2008, the university had a total enrollment of 7,282 undergraduate and 1,012 graduate students. A total of 3,175 students were males and 5,119 were females. The majority of the students were from Louisiana with a total of 7,369 in-state students, 509 out-of-state students, and 416 foreign students. Among students enrolled in the undergraduate program, 1,339 were black, 5,387 were white, and 556 were other races. Among students enrolled in the graduate program, 114 were black, 728 were white, and 170 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

- Eight university faculty have been trained as trainers in the use of Promethean Interactive Whiteboard Technology (ACTIVInspire). University faculty and administration continue to conduct professional clinics and presentations at a number of state, national and international conferences regarding the integration of IWB in the classroom. In April 2009, the university co-hosted, with Promethean, the first ever ACTIV University Conference. This conference drew 200 educators from around the state of Louisiana and southeast Texas. The university is also scheduled to co-host, with Promethean, the second annual ACTIV University Conference this spring.
- Faculty in the Department of Teacher Education are working with teachers and administrators in the Calcasieu Parish School District on the second year of a \$150,000 "Teacher Collaboration in Inclusive Settings" grant in the area of early childhood education.

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

- The Department of Psychology developed McNeese Autism Program (MAP), which provides counseling and related services to clients with this condition, has grown in size so that there are now two contracted clinicians in the program. The department is currently working with the Cameron Parish School District to provide services in Grand Lake, the Calcasieu Parish Schools and two additional private schools to provide services.
- The Burton College of Education continues to have success with its annual Teaching and Learning Conference. The third conference was held in summer 2009 and MSU hosted 175 educators from Louisiana and Texas and plans for the fourth conference are well underway.
- McNeese State University continues to provide numerous dual enrollment courses to the five parish Region V, including a significant relationship with the Calcasieu Parish academy high school on the campus of the former Lake Charles-Boston High School.
- The Professional Education Programs Unit at McNeese is currently preparing for an NCATE Reaccreditation visit that will occur in October 2010. SPA reports have been submitted and the Institutional Report (IR) will be due in April. McNeese is one of a small group of universities piloting a new reaccreditation process which will require a briefer IR submitted much earlier in the process, fewer artifacts, and a shorter on-site visit by a smaller team of reviewers.
- McNeese has added options for Middle School Math and Science, Secondary General Science, and Vocal and Instrumental Music to its offerings in alternative certification. An on-line Library Science endorsement course sequence has also been developed.

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 2008-2009 including all areas of teaching specialization.	569
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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 2008, Fall 2008, and/or Spring 2009.	211
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full-time faculty in professional education.	26
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2008, Fall 2008, and Spring 2009.	73
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2008, Fall 2008, and Spring 2009.	0
d. Total number of supervising faculty for the teacher preparation program during 2008-2009.	99
4. Student/faculty ratio for student teaching and internship experiences.	2.1:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2008-2009.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2008-2009.	14
c. Total number of hours required during academic year 2008-2009 for student teaching.	420



LOUISIANA BOARD OF REGENTS 2009-2010 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, 2008-09, and 2009-2010 *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 2003-2010, 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, December 2008, and August 2009. During 2009-10, 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
2008-2009 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
MCNEESE STATE UNIVERSITY	HEA Title II 2008-2009 Regular Program Completers	108	108	100%
	HEA Title II 2009-2009 Alternate Program Completers	60	60	100%
	Total Number of 2008-2009 Program Completers	168	168	100%



HEA - Title II 2008-2009 Academic Year

Institution Name	MCNEESE STATE UNIVERSITY
Institution Code	6403
State	Louisiana
Number of Program Completers Submitted	108
Number of Program Completers found, matched, and used in passing rate Calculations¹	108

April 24, 2010

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	18	18	100%	178	178	100%
PPST WRITING	720	22	22	100%	192	192	100%
PPST MATHEMATICS	730	20	20	100%	184	184	100%
COMPUTERIZED PPST READING	5710	56	56	100%	680	680	100%
COMPUTERIZED PPST WRITING	5720	56	56	96%	670	670	100%
COMPUTERIZED PPST MATHEMATICS	5730	56	56	100%	673	673	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	24	24	100%	96	96	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	4			68	68	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521	7			118	118	100%
PRINCIPLES LEARNING & TEACHING K-6	522	36	36	100%	550	550	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	2			55	55	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	35	35	100%	426	425	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	3			43	43	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	68	68	100%	769	768	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	4			97	97	100%
ENG LANG LIT COMP PEDAGOGY	043	4			97	97	100%



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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							
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				11	11	100%
MATHEMATICS: CONTENT KNOWLEDGE	061	3			31	30	97%
MIDDLE SCHOOL MATHEMATICS	069				25	25	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	1			81	81	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	1			81	81	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				13	13	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	18	18	100%	93	93	100%
BUSINESS EDUCATION	100	3			11	11	100%
MUSIC CONTENT KNOWLEDGE	113	7			75	75	100%
FAMILY AND CONSUMER SCIENCES	120				1		
ART CONTENT KNOWLEDGE	133				29	29	100%
FRENCH CONTENT KNOWLEDGE	173				4		
SPANISH CONTENT KNOWLEDGE	191	1			6		
SPEECH COMMUNICATION	220				4		
BIOLOGY CONTENT KNOWLEDGE	235				20	20	100%
CHEMISTRY CONTENT KNOWLEDGE	245				3		
PHYSICS CONTENT KNOWLEDGE	265				1		
GENERAL SCI CONTENT KNOWLEDGE	435				1		
MIDDLE SCHOOL SCIENCE	439				17	17	100%
AGRICULTURE	700	2			12	12	100%



**HEA - Title II
2008-2009 Academic Year**

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April 24, 2010

<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	79	79	100%	872	872	100%
Aggregate - Professional Knowledge	108	108	100%	1313	1312	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	107	107	100%	1304	1302	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	108	108	100%	1273	1270	100%

- 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.