

**LOUISIANA BOARD OF REGENTS
2009-2010 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
NICHOLLS 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

Nicholls State University provides a unique blend of excellent academic programs to meet the needs of Louisiana and beyond. The university cultivates productive, responsible, engaged citizens in a personalized, culturally rich and dynamic learning environment through quality teaching, research, and service.

Student Characteristics of University

During Fall 2008, the university had a total enrollment of 6,306 undergraduate and 629 graduate students. A total of 2,598 students were males and 4,337 were females. The majority of the students were from Louisiana with a total of 6,559 in-state students, 258 out-of-state students, and 118 foreign students. Among students

enrolled in the undergraduate program, 1,142 were black, 4,615 were white, and 549 were other races. Among students enrolled in the graduate program, 102 were black, 482 were white, and 45 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

- In December 2009, an acting dean, Dr. Susan Roark, was named for the College of Education. Her areas of expertise are literacy education and special education. She has been a faculty member since 1989.
- The Educational Leadership Faculty is participating in the Louisiana School Turnaround Specialist program.
- The Department of Teacher Education is collaborating with Terrebonne Parish to provide the Master's in Education with emphasis in Educational Leadership through funds awarded to Terrebonne Parish through a US Department of Education Grant.
- A concentration in Applied Behavior Analysis specifically designed for teachers has been developed within the High Incidence Program. Ten candidates from the United Kingdom are enrolled through online and compressed video courses.

Notable Features and Accomplishments of Teacher Preparation Program

- The College of Education is continuing to collaborate with the College of Arts and Sciences and St. James parish School System in the dual enrollment program. The Master’s of Education in Curriculum Instruction with concentration in Secondary Education is being redesigned to include 18 hours of content coursework so that graduates will be SACS qualified to teach courses for Nicholls State University within the dual enrollment program.
- The College of Education is continuing to collaborate with surrounding school systems to provide K-12 teachers with the content knowledge and pedagogical skills to more effectively teach mathematics and science through the SMART grant.
- The Teacher Education Department has received approval for MAT programs in Elementary Education (1-5), Middle School Education (4-8), Secondary Education (6-12), and Human Performance Education (K-12).
- The College of Education is working to expand the services of the Generations Teaching Generations Preschool to enroll approximately 30 additional students.
- Initial programs in human performance education, early childhood education, and secondary mathematics education and the specialist in school psychology programs received national recognition from their respective SPAs.

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.	1,274
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.	240

Teacher Preparation Program Data (Cont’d)

3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full-time faculty in professional education.	38
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2008, Fall 2008, and Spring 2009.	5
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.	3
d. Total number of supervising faculty for the teacher preparation program during 2008-2009.	25
4. Student/faculty ratio for student teaching and internship experiences.	5/6:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2008-2009.	40
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2008-2009.	15
c. Total number of hours required during academic year 2008-2009 for student teaching.	600



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
NICHOLLS STATE UNIVERSITY	HEA Title II 2008-2009 Regular Program Completers	86	86	100%
	HEA Title II 2009-2009 Alternate Program Completers	47	47	100%
	Total Number of 2008-2009 Program Completers	133	133	100%



HEA - Title II 2008-2009 Academic Year

Institution Name	NICHOLLS STATE UNIVERSITY
Institution Code	6221
State	Louisiana
Number of Program Completers Submitted	86
Number of Program Completers found, matched, and used in passing rate Calculations¹	86

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	38	38	100%	178	178	100%
PPST WRITING	720	37	37	100%	192	192	100%
PPST MATHEMATICS	730	38	38	100%	184	184	100%
COMPUTERIZED PPST READING	5710	36	36	100%	680	680	100%
COMPUTERIZED PPST WRITING	5720	36	36	100%	670	670	100%
COMPUTERIZED PPST MATHEMATICS	5730	34	34	100%	673	673	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	13	13	100%	96	96	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	18	18	100%	68	68	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521	12	12	100%	118	118	100%
PRINCIPLES LEARNING & TEACHING K-6	522	29	29	100%	550	550	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	7			55	55	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	22	22	100%	426	425	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				43	43	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	57	57	100%	769	768	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	5			97	97	100%
ENG LANG LIT COMP PEDAGOGY	043	5			97	97	100%



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					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Academic Content Areas							
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049	2			11	11	100%
MATHEMATICS: CONTENT KNOWLEDGE	061	4			31	30	97%
MIDDLE SCHOOL MATHEMATICS	069	5			25	25	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	4			81	81	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	4			81	81	100%
MIDDLE SCHOOL SOCIAL STUDIES	089	2			13	13	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	4			93	93	100%
BUSINESS EDUCATION	100				11	11	100%
MUSIC CONTENT KNOWLEDGE	113	3			75	75	100%
FAMILY AND CONSUMER SCIENCES	120				1		
ART CONTENT KNOWLEDGE	133	3			29	29	100%
FRENCH CONTENT KNOWLEDGE	173				4		
SPANISH CONTENT KNOWLEDGE	191				6		
SPEECH COMMUNICATION	220				4		
BIOLOGY CONTENT KNOWLEDGE	235				20	20	100%
CHEMISTRY CONTENT KNOWLEDGE	245	1			3		
PHYSICS CONTENT KNOWLEDGE	265				1		
GENERAL SCI CONTENT KNOWLEDGE	435				1		
MIDDLE SCHOOL SCIENCE	439	3			17	17	100%
AGRICULTURE	700				12	12	100%



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2008-2009 Academic Year**

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<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	74	74	100%	872	872	100%
Aggregate - Professional Knowledge	101	101	100%	1313	1312	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	93	93	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	86	86	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.